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ABSTRACT

Intended for New York City special education teachers, the handbook presents information on classroom strategies as well as administrative matters. The initial chapter introduces quality instruction and examines aspects of the environment conducive to it. Also considered are the roles of support personnel and parents. Preparation for instruction, the subject of chapter 2, focuses on assessment, standardized testing, the individualized education program, task analysis, mainstreaming, and multicultural/multiethnic concerns. Chapter 3 addresses teaching and learning strategies, with special emphasis on developing critical thinking and problem solving skills through questioning, selecting and adapting materials, and study skills. Curriculum aspects addressed in chapter 4 include the following: New York City's Minimum Teaching Essentials (an outline of curriculum content), communication arts, reading, mathematics, bilingual special education, and career education and life skills. The final chapter explores administrative topics such as promotional policies, suspension procedures, and transportation regulations. (CL)

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HANDBOOK
FOR
SPECIAL EDUCATION
TEACHERS

BOARD OF EDUCATION
CITY OF NEW YORK

EC 172059

NEW YORK CITY PUBLIC SCHOOLS
Division of Special Education

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BROOKLYN, N.Y. 11201

FRANK J. MACCHIAROLA
CHANCELLOR

August 1982

Dear Colleague:

This Handbook has been designed to meet the expressed needs of experienced and inexperienced special education teachers. The materials included within the Handbook have been broadly researched and have utilized the expertise of principals, administrators, and teachers in the New York City Public Schools.

The specific sections on classroom approaches and activities can provide teachers with direction and can be a valuable aid in implementing their responsibilities.

While the tendency until recently has been to blame students for low achievement, I firmly believe that high expectations and quality instruction can narrow the educational gap for special education students. This Handbook has been designed to assist teachers in that pursuit.

My best wishes for a successful school year.

Sincerely,

Frank J Macchiarola

Chancellor

FJM:AG:fk

New York City
Board of Education

110 Livingston Street
Brooklyn, New York 11201

Frank J. Macchiarola
Chancellor of Schools

Alan Gartner
Executive Director

Division of Special Education
(212) 596-8928

August 1982

Dear Colleague:

The joint efforts of special and regular educators have succeeded in moving the Division of Special Education along the path of achieving its goals. As a function of its advocacy for students with special needs, the Division continues to adapt curricula, broaden career awareness and opportunities, provide fuller participation in regular school activities and to increase the opportunity for students to participate in diploma bound programs.

Looking ahead, the Division has as its mission to provide quality instruction through the identification and dissemination of quality practices, the implementation of pilot programs, the expansion of teacher training, the utilization of the resources of the academic community, the introduction of new technology and equipment, and cooperative planning with community organizations.

This year offers an unprecedented challenge for special educators. Our students' inherent desire to learn, coupled with our teachers' heightened expectations, will sustain the Division's efforts in attaining excellence in education. This handbook has been written to assist you in your efforts to create an optimal learning environment.

Best wishes for the coming school year.

Sincerely,

Alan Gartner,
Executive Director

Acknowledgments

The Handbook For Special Education Teachers is a project of the Division of Special Education, Alan Gartner, Executive Director, Waldemar Rojas, Deputy Executive Director.

The handbook was prepared as a project of the Division of Special Education, Staff Development Unit, Edith Wolf, Unit Head, under the direction of the Office of Program Development, Dorothy Lipsky, Chief Administrator.

This handbook is the result of a collaborative effort which linked field based and central Division of Special Education staff. All shared the goal of developing a practical resource for teachers as they pursue the Division's objective of quality education for all students with handicapping conditions. We express our gratitude for their many and diverse contributions.

The principal writers were Marjorie Hendler, Sharon Kaplan, and Elaine Sherman. Norma Sachs was the project editor.

Recognition is given to the following contributors: Russell Brinson, Gertrude Erwin, Mary-Beth Fafard, Janet Hammonds, Marilyn Kress, Emilio Marinaro, Steven Mildener, Sylvia Murzin, Betty Rosa, Dorothy Rosen, Madeline Shapiro, Rita Siegel, Irene Strum, Paula White, Albert Wilensky, and Frances Yauch.

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September 1982

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1. GETTING STARTED

Quality Instruction

Starting the School Year

Classroom Environment

Classroom Management

Behavior Modification

Division of Special Education Programs

Support Personnel

School Based Support Team/Committee on the Handicapped (SBST/COH)

Parents

Quality Instruction

The quality of instruction within special education is the key to providing an appropriate education to students with special needs. Without powerful and effective instruction, students with special needs cannot gain the maximum benefits from the schooling they receive. Quality instruction in special education has as its primary aim maximizing the learning acquisition of all students with special needs. For many of these students, this aim is directed at a return to general education to achieve the goals and objectives of the school curriculum. For the fewer students who have more severe needs, the aim is directed at providing the essential skills to achieve as independent a life as possible. To meet both these aims, the quality of instruction must be high.

What is quality instruction in special education? Quality instruction is not easy to describe and is subject to a diversity of opinions, theories, and perceptions. Yet, some of the essential features of quality instruction can be outlined and a picture of quality instruction can be drawn. The basic picture can be colored, intensified, and expanded by special education teachers to meet the individual needs of students. The basic picture provides a framework and a foundation upon which to develop quality programming for students.

Quality instruction has two essential components: (a) it utilizes all the effective instructional elements of general education, and (b) it adapts, modifies, and creates instructional elements which accelerate individual learning. Combined, these features provide an essential picture of quality instruction. Table 1 (at the end of this section) provides a listing of these elements.

The effective instructional elements of general education which lead to more effective schooling of students have been intuitively known by effective educators and have now been identified by numerous researchers (e.g., Edmonds, Howey, Rosenshine, Rutter, Coleman). These essential features are:

- high expectations of all students
- clear objectives
- orderly atmosphere
- academic focus
- administrative support and leadership
- defined and meaningful curriculum
- teacher-directed activities

- group instruction with adult supervision
- demonstration-prompt-practice strategy
- frequent evaluation of student progress

Thus, if one observed a classroom in which these essential features had been integrated into the instructional atmosphere, one would expect the following:

> The teacher who expects that all the students will meet the specified objective has established an orderly classroom in which children know the rules, expectations, and are engaged in learning academic tasks for the majority of the school day. The teacher directs the learning by demonstrating what is to be learned, supervises the students and provides necessary prompts as they work on examples, and gives the students time for independent practice on the task. The students are grouped appropriately for instruction and receive feedback on the progress they are making. The tasks students are engaged in are meaningful and are strongly supported by the principal of the school.

In addition to the above features, quality instruction in special education also utilizes the following elements to accelerate learning:

- instruction based on the individual needs of the students (i.e., determines what a student can and cannot do)
- task analysis of the skills to be taught into discrete steps
- curriculum which is meaningful and sequenced in small steps
- components of the task modified to meet individual needs
- high rates of practice for acquisition proficiency, and maintenance of skill
- precise feedback on progress
- precise language used for delivering instruction and for correcting errors
- test-teach-test strategy
- reinforcement for correct behavior

- direct teaching of generalization skills

- daily evaluation of student progress

Therefore, if one observed a classroom in which both the previous elements and these elements had been integrated into the instructional atmosphere, one would expect the following:

> The teacher who expects that all the students will meet specified objectives has established an orderly classroom in which students know the rules and expectations, and are engaged in learning academic and social skills for the majority of the school day. The instruction of each student is based on individual needs. The teacher directs the learning by demonstrating what is to be learned in a variety of ways, provides a high rate of practice for learning the tasks, gives precise feedback on the student's performance, and reinforces all correct behavior.
>
> Instruction is carefully designed based on task analysis and is delivered with careful attention given to the language of instruction. The teacher uses a test-teach-test strategy, constantly evaluating whether the student is acquiring the necessary skills and concepts. The curriculum has been modified to meet the individual needs of the students. Once the student has acquired the skill, the teacher builds in the opportunity to generalize the skill to different people and different settings. Students receive their instruction in small groups and individually with assistance, in some instances, from paraprofessionals, peer tutors, and the special education teacher. The classroom instruction is strongly supported by the administrative leadership of the school.

These two combined features of quality instruction should be the foundation upon which each special education teacher delivers educational services. This foundation provides the structure in which the classroom atmosphere is one of genuine caring, meaningful learning, high motivation, and success for students. This handbook has been developed to assist special education teachers in their pursuit of the Division's goal of quality instruction for all students with handicapping conditions.

TABLE 1

Essential Features of Quality Instruction

Instructional Elements of General Education	+	Instructional Elements of Special Education
. high expectation		. instruction on individual needs
. clear objectives		. task analyses skills into discrete steps
. orderly atmosphere curriculum		. small-sequenced
. academically focused		. modifies task components
. administrative support and leadership		. high rates of practice for acquisition, proficiency and maintence of a skill
. defined and meaningful curriculum		. precise feedback on progress
. teacher-directed activities		. precise language used for delivering and instruction and for correcting errors
. group instruction with adult supervision		
. demonstration-prompt-practice strategy		. test-teach-test strategy
. frequent evaluation of student progress		. reinforcement for correct behavior
		. direct teaching of generalization skills
		. direct teaching of socialization skills
		. daily evaluation of student progress

Starting the School Year

The Teacher: Getting Ready to Begin

Before the first day with the students, obtain the following information from the appropriate school supervisor or an experienced teacher.

- The school pattern for the arrival and dismissal of students (time, yard lineup, routing and escorting of classes, etc.)
- Your schedule (departmentalized program, preparation periods, administrative period, etc.)
- Fire drill procedures - designated route, staircase order of exiting classes, signals. Fire drill charts should be filled in and posted in your room
- The meaning of various school bells and gongs. Teachers should know the length of periods and time allowed for class changes
- A roster of school personnel and room assignments

Rules and procedures for:

- Obtaining materials
- Requesting repairs
- Reporting illness or accidents of students
- Receiving visitors to classrooms
- Releasing students during school hours to parent/guardian

Arranging for lunch:

- Completing appropriate forms for receiving school lunch
- Informing students of school regulations concerning bag lunches
- Assigning students to the appropriate lunch period

Find out the name and location of support personnel (speech therapist, nurse, school based support team, resource room teacher, etc.). Refer to section on "Support Personnel" and "COH/SBST" for additional information.

Examine the cumulative records and COH referral material including IEPs of your students:

Cumulative Records:

- Class designation should include grade level and room number, i.e., 4-203. No reference to special education placement should appear.

- Review previous grade information to verify persent grade level.

- Check health card for current medical status.

COH Referral Material and IEPs:

- Maintain files on each student which include:

  COH conference summary
  educational evaluations
  pages 1, 2, and 3 of the IEP
  pages 3 and 4 of the IEP of former years
  pages 4 and 5 should be in your plan book

- Review COH referral material to gather information regarding: maturity level, reading level, math level, special alerts and appropriate curriculum areas for initial instruction.

Be prepared with:

- Roll book in the desk drawer (Read instructions on first two pages.)

- Record cards in teacher's locker

- Anecdotal record book to maintain records of pupil progress, home contacts and unusual behavior

- Clean chalkboards which have official data posted

  Class ________ Teacher ________

  Register ______ Date ____________

  Attendance ___________

  Absentees ___________

- Daily schedule clearly printed on the chalkboard
- Lesson plans and time schedule of activities for the first two weeks

Come prepared with:

- A variety of quick activities including movement activities, such as "Simon Says"
- An appropriate book to read a short selection from daily
- Magazines and newspapers for cutting, pasting, current events, and general reading activities (e.g., word identification, matching consonant sound to picture)
- Records and tapes for students to listen to during quiet time
- Structure opportunities in which students can share their likes, dislikes, interests and aspirations

Organize a record-keeping system for correspondence.

- School memoranda
- Regional memoranda
- Division of Special Education memoranda
- Parent correspondence
- Student's records
- IEPs
- Lesson plans

Special Considerations

City-wide Programs

- Teachers may make identification tags, including bus numbers, for the first week of school for more severely handicapped students.
- Teachers should pre-determine and practice fire drill evacuation procedures for students with ambulation difficulties.
- Teachers should carefully review IEP and COH records for medical, special dietary and self-care needs. It may be useful to note that:
    - A student in a wheelchair can carry his/her own tray on a lapboard.
    - A student who has limb braces can bring bag lunch in a backpack or have an aide provide assistance.
    - Commercially available items can facilitate self-feeding, e.g., cups, and plates which resist tipping, suction plates which resist movement, built-up spoons, forks, etc.

The Teacher: Relating to the Students

Personal Rapport

Introduce yourself to the class:

- Write your name on the board.
- Talk a little about yourself and your expectations for the class.
- Model good communication skills.
- Identify each student or invite them to identify themselves if they appear comfortable with self-introduction.
- Write each student's name on the board acknowledging each child as an equally important member of the class.
- For young students, provide name markers for each desk.

- For older students provide materials for designing personal name cards.

- Smile often.

- Use your sense of humor but never at the expense of a student.

Make sure your demeanor indicates that you like being with your students.

- Use an audible voice of varying pitch.

- Be firm.

- Establish routines and maintain them.

- Identify positive behavior, i.e., "I like the way you are raising your hand," or "I like that line."

- Respond to the individual student's need for personal space.

- Some students do not wish to be touched. Others do not like to have their personal items or products handled. Be sensitive to the personality differences in your classroom as you approach each student.

Class Routines and Rules

Seating Plan

Assign seats based on your tentative plan. If students question your decision simply say, "At first I am assigning seats. Perhaps later we'll make some changes."

- Note indications on records for special consideration, e.g., vision problems, unusual acting out behavior, etc.

- Taking into account the types of students in your class and/or the physical restraints of the room place seats far apart, to avoid the problems of close proximity. More social arrangements will be possible as routines become established and as you learn how much closeness your students can handle.

Bus Routine

Establish bus routines immediately. Pay attention to details such as:

- How to get off and on the bus
- How to line up and walk to the bus
- How to act on the bus

Follow-up to see that routines are established.

Program Plan

Take attendance at the same time every day. Teach basic skills at the same time each day, following consistent routines.

Develop traffic patterns for movement around the room. Set up housekeeping routines. Assign monitors to specific chores. Demonstrate proper techniques for performing chores.

All routines must be taught with this much attention to detail. These include lining up, handling materials, borrowing and returning materials, keeping records, writing in notebooks, sharpening pencils, leaving the room, walking in the halls, etc. As your students mature, alter routines accordingly.

Students will complete assignments at differing times. Provide time to complete unfinished work. Provide options for constructive use of time for those who finish early. This might include work on an ongoing project, work in special interest areas, assisting another student, working in another curriculum area, etc.

Classroom Rules

- Talk about the purpose and need for rules.
- With the students establish classroom rules.
- Reduce the number of rules to two or three, stated positively.
- "Stay in your seat unless given permission to get up," and "Raise your hand and wait to be called upon before talking," are basic rules which are clear, easy to understand and if followed, prevent most management problems.
- Post rules in the classroom on a chart or on the chalkboard.

Transitional Activities

Teach students how to make smooth transitions from one activity to another. Plan each move they will make by analyzing the task of moving a group from one place to another and teach each subskill. Consider the following:

- At first allow one student at a time to move ,i.e., "John you may go to the reading table now. Next Mary may go."
- Assign seats at the reading table to each student before instructing them to move.
- Give clear instructions about what the students are to bring with them.
- Provide enough time and check to see that students gather their materials before moving.
- Explain in advance what students are to do as they wait for the group to gather, i.e., "When you get to the reading table open your book to page 12."
- As the group acquires these skills, progress to where you may be able to say, "The first reading group may go to the reading table."

Room Appearance

- Set up clearly labeled centers of interests, e.g., reading corner, arts and crafts center, library, etc.
- Cover bulletin boards with colorful paper.
- Arrange tables and chairs for maximum visibility of chalkboard and to give students "their own space."
- Arrange closets so that they are neat and supplies can be reached easily.
- Be sure light fixtures, windows and shades work properly. Notify custodian if repairs are needed.

- At first, display only those materials students can handle. Gradually add more. Lock up all distractions and items that must be used with close supervision.
- See Behavior Management section to determine ways of reinforcing rules.

Preparation for Instruction

- Write on the board and have the students copy a list of school supplies to be obtained. This may include writing implements, notebooks, crayons and any other special materials you may wish the students to have available.
- Demonstrate the proper heading for written assignments, including name, date, school, and class.

Distribute Textbooks

- Have the students fill in book labels and a book receipt for each text received. (Your master list should include a number and the condition of the book.)
- Give a date by which time all books must be covered.
- Discuss proper care of books and other school property.

Classroom Environment

The classroom environment influences student feelings and attitudes about learning in school. Therefore, classroom space and materials should be organized to foster interest, attention, harmony, and achievement.

In organizing a special education classroom, it is important to consider the following:

- Provide each student with a chair and desk labeled with his/her name. If necessary, floor space may be outlined with masking tape. Assign seats to students after considering the need for proximity to the teacher's or paraprofessional's desk, the need for distance from or proximity to specific students and for varying personal needs.
- Arrange some of the furniture so it can be moved easily to provide a large open space for gross motor activities.
- Assign a coathook and label it for each student.
- Label a bulletin board or area with each student's name for the display of work. Areas should be of equal size.
- Label curriculum centers, learning areas and centers of interest, e.g., Math Center, Reading is Fun, Our Art Center, etc.
- Store infrequently used related materials in labeled boxes. Also store materials that may divert the student's attention from the task at hand.
- Designate space (a small rug, small table and chairs, pillows, etc.) where two or three students may "conference" or where an individual student may work alone.
- Provide a carrel for the student who is easily distracted. Create teacher-made carrels if the room is not equipped with them. A large cardboard carton with two sides removed can be fitted and taped to the surface of a desk to provide the boundaries a distractible student may require to work efficiently.
- Introduce stored materials as lessons dictate their use. Many materials will become part of the learning centers in the classroom.
- Arrange bulletin boards to reflect and reinforce the learning activities of the students. Displays should be primarily the work of the students, attractive, current, relevant to the curriculum, and age appropriate.

- Use chalkboards for daily writings only. Organization and penmanship should serve as models for the students' work.

- Arrange the room so you can move easily and quickly to assist a student.

- Anticipate and eliminate hazards to health and safety.

- Foster the maintenance of class-developed standards of cleanliness and order.

- Change the room periodically as the needs of the students change; talk about "our" room not "my" room.

A classroom environment conducive to fostering quality instruction, social and emotional growth and class cohesiveness is important to plan, work for, and enjoy.

Learning Centers

Learning centers are areas of the room where materials are gathered and made available to students who are involved in skill-building or self-discovery activities. They may be used to:

- introduce new learning
- reinforce previous learning
- stimulate or extend interest
- employ multi-media materials
- provide for independent work

Centers may be created by arranging tables, bulletin boards, bookcases, easels, filing cabinets, or boxes.

At each learning area:

- Include both teacher-made and commercial materials.

- Add new materials and remove materials as interests and needs change.

- Invite students to lend materials to the center, e.g., books for the reading area, rocks or seashells for the science area.

- Organize and label activities.

- Establish and monitor a system for recording activities.

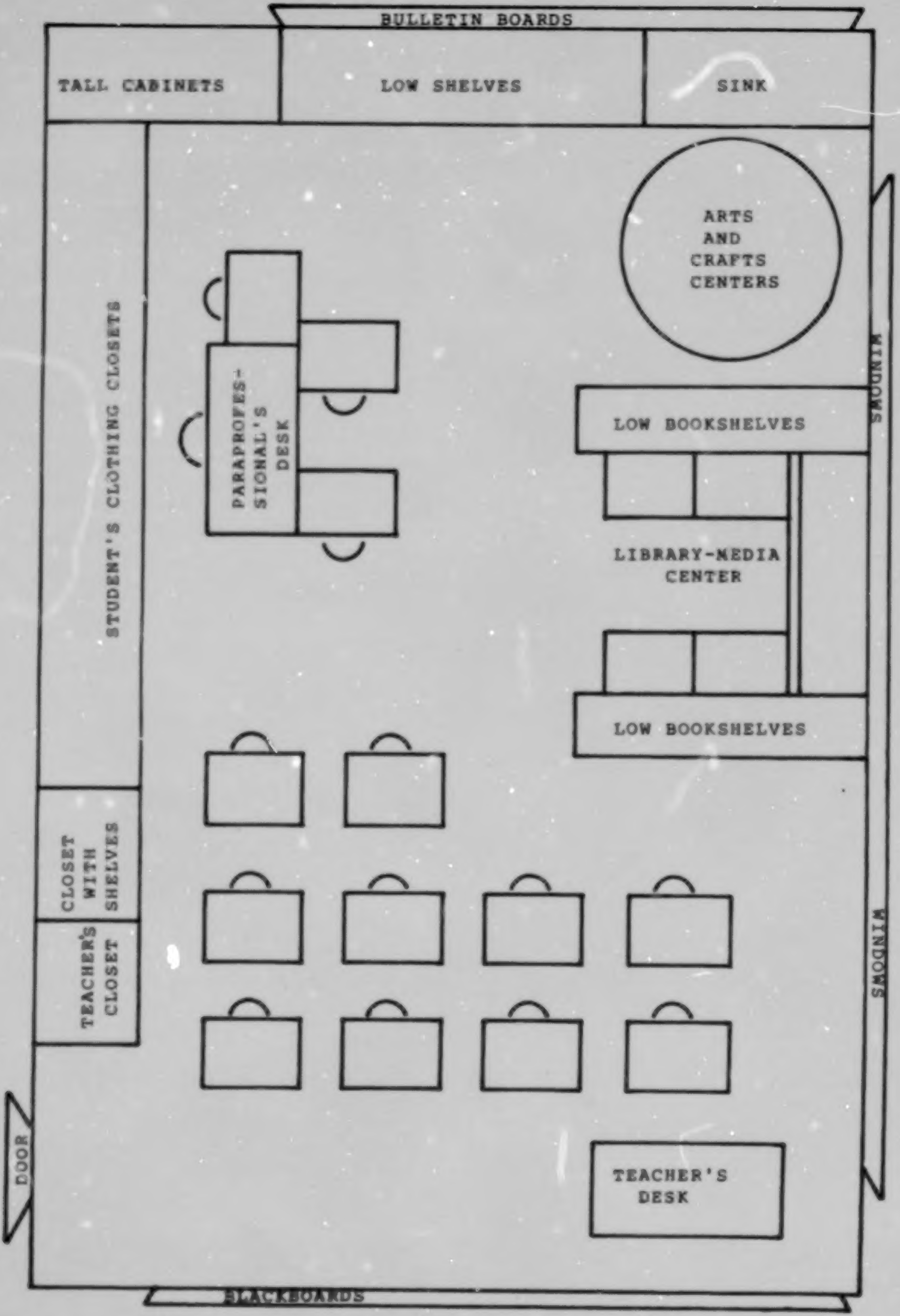
Every classroom should contain several learning areas which reflect the evolving interests and needs of the students. Carefully conceived and planned, such areas offer students rich opportunities to gain specific subject matter skills, to improve study skills, to work creatively, and to strengthen their ability to work independently and as part of a team. The illustrations on room arrangement, at the end of this section, demonstrate the changes that may take place in a classroom environment over a period of time.

Special Considerations

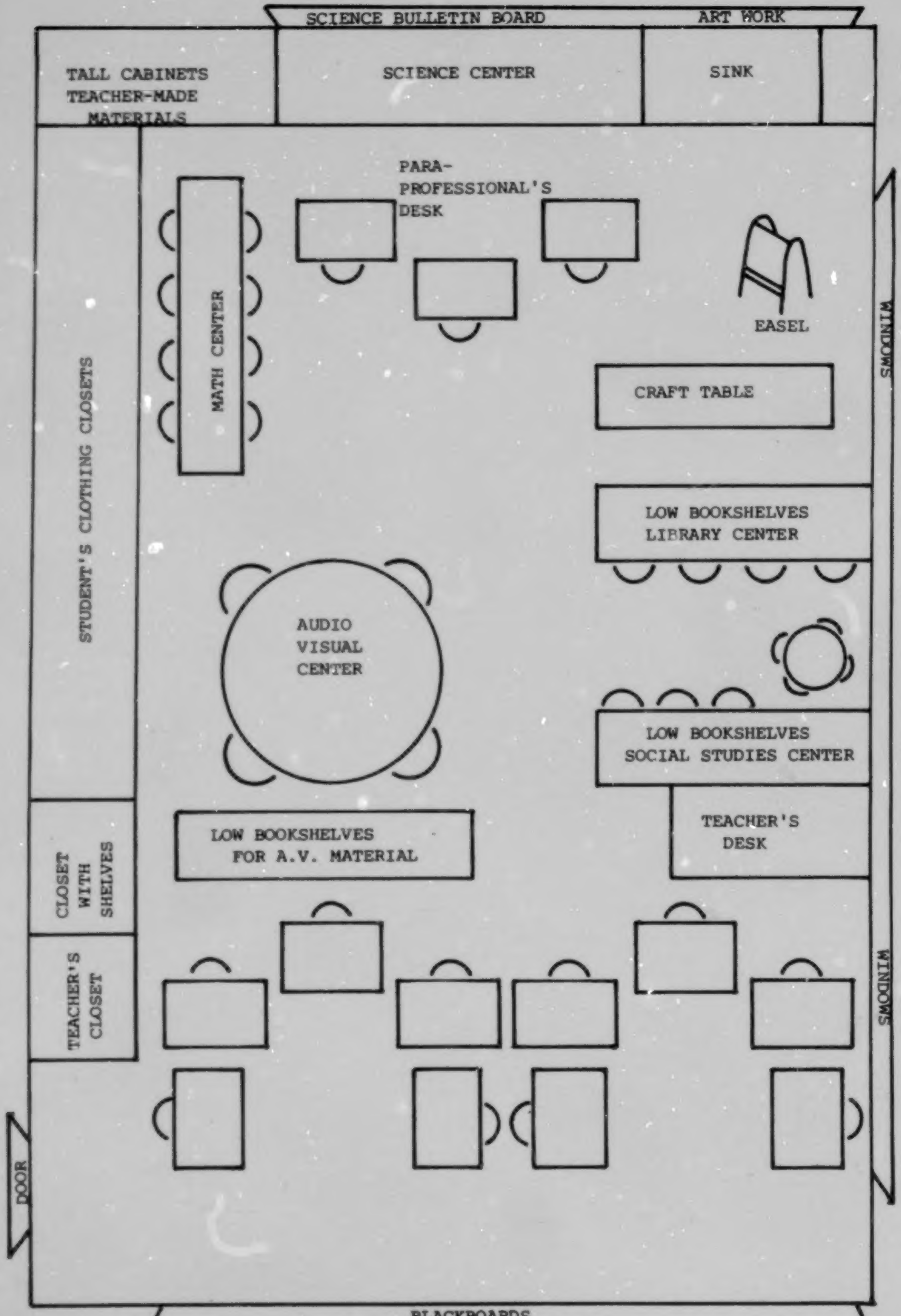
For severely handicapped or low functioning students, the classroom may contain the following centers:

- Language Development
  - records
  - record player
  - talking books
  - puppets
  - Language Master
  - tape recorders
- Arts
  - clay
  - scissors
  - magic markers
  - crayons
  - connect the dot pictures
  - wood
  - hammer
  - construction paper
  - coloring books
- Activities for Daily Living
  - iron
  - dolls
  - zipper board
  - lacing board
  - household furniture (can be made from boxes)
  - living room, bedroom, kitchen, and laundry appliances
- Library
  - comic books
  - picture books
  - magazines
  - story books
- Games (for social interaction)
  - Candyland
  - Lotto
  - Checkers
  - Lego
  - Chutes and Ladders
  - Tinker Toys
- Adaptive Physical Education
  - balance beams
  - bean bags
  - large balls
  - traffic markers
- Mathematics
  - balance rod
  - abacus
  - manipulatives
  - Unifix cubes
  - Stern materials
- Prevocational Workshop
  - time clocks & cards
  - duplicating equipment
  - tools
  - storage shelves with easy access
  - collating machines
  - woodworking equipment
  - long work tables

INITIAL ROOM ARRANGEMENT


BULLETIN BOARDS
TALL CABINETS
LOW SHELVES
SINK
STUDENT'S CLOTHING CLOSETS
ARTS AND CRAFTS CENTERS
PARAPROFESSIONAL'S DESK
WINDOWS
LOW BOOKSHELVES
LIBRARY-MEDIA CENTER
LOW BOOKSHELVES
CLOSET WITH SHELVES
TEACHER'S CLOSET
WINDOWS
DOOR
TEACHER'S DESK
BLACKBOARDS

ROOM ARRANGEMENT - 6 MONTHS LATER


SCIENCE BULLETIN BOARD
ART WORK
TALL CABINETS TEACHER-MADE MATERIALS
SCIENCE CENTER
SINK
PARA-PROFESSIONAL'S DESK
EASEL
WINDOWS
MATH CENTER
STUDENT'S CLOTHING CLOSETS
CRAFT TABLE
LOW BOOKSHELVES LIBRARY CENTER
AUDIO VISUAL CENTER
LOW BOOKSHELVES SOCIAL STUDIES CENTER
TEACHER'S DESK
LOW BOOKSHELVES FOR A.V. MATERIAL
CLOSET WITH SHELVES
TEACHER'S CLOSET
WINDOWS
DOOR
BLACKBOARDS

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Classroom Management

- Accentuate the positive. Give credit to those who are working well. Sincere praise is a much better incentive than fear of punishment.

- Censure students in private, not in front of the class. Consider the age of the student, his/her background, his/her previous record so that you can get a better understanding of the way s/he acts. Be sure to consult last term's teacher to find out how that teacher was successful with the student. Treat students as individuals.

- When a student misbehaves do not take it personally. The student may not know why s/he misbehaves. Try to understand what makes a student act in a certain way. Talk to the student privately and in a calm manner. Do not lose your composure. Attempt to find out what is behind the student's actions. Possible causes may be the need for attention and affection, the student may have had an argument at home or with another student. Always stress that you are not disappointed with the student but with the action. Try to understand and respect every student in the class despite any acts of misbehavior.

- Do not threaten. Every threat that is not carried out weakens the teacher's status with the student.

- Use praise. Praise what the student does well or does best. Praise both individual students and the class as a group for such things as attention, attendance, work, effort, cooperation. Encourage students to live up to the high expectations you have for them.

- Be firm, fair and friendly. Put some "iron" into your voice when necessary. Talk privately to students with problems. Show them you are interested in their educational needs. Your attitude toward each student counts. If you show an open dislike toward a student, this feeling will be transmitted to the class. "Attitudes are caught, not taught."

- Do not use sarcasm or label a student. Labels such as "bad," "fresh," "sneaky," "lazy," and "stupid" are ego-damaging, hurtful, abusive and non-productive. Students may try to live up to these reputations. Other students in the class may pick up the name the teacher has been calling the student and use it to the point where the student has to become aggressive to ward off the taunts of his/her classmates.

- Try to develop self-discipline. Help the class formulate classroom rules and regulations. Post these rules where they will be seen and review them periodically. Remind students of the classroom responsibilities they need to fulfill.

Rather than saying "John, stop bothering Mary while she is working" the teacher can simply walk over to John and ask quietly, "John do you know which rule you are not following?" Similarly, if an entire class is becoming disruptive or lining up without having cleared their desks, the teacher can ask the class to describe their behavior and note any classroom responsibilities that are being neglected.

- Develop student leadership. Discuss and develop qualifications for each class position. Have the students elect their own class officers (president, vice-president, etc.) Hold elections periodically so that many students have an opportunity to serve as class officers.

- Develop student responsibility. Give every student a sense of responsibility by making him/her a "helper" in the classroom. Rotate classroom responsibilities periodically so that every student will have an opportunity to serve in a variety of classroom responsibilities.

- Make accommodations for special needs. Seat students with problems near the front of the room where you can give them more individualized attention. Strategic placement should also include those students with hearing and/or visual impairments. For the highly distractible students, providing a distraction-free environment for work assignments (i.e. carrels) will also minimize disruptive behaviors. Disruptive students may be placed close to the teacher's desk near the paraprofessional or near a peer that has a positive influence.

- Have a sense of humor. Smile often. Greet students daily in a pleasant manner. Keep calm and maintain your poise. Your students will lose respect for you if you show your temper. Make a point of saying "Good Morning" and "Goodbye" to students.

- Maintain a realistic perspective. If a student has a long history of disruptive behavior, you will not change the student's behavior over night. Keep records and look for signs of improvement, i.e., a student who used to hit a great many students and was very aggressive may now change to threatening students by using bad language. When treating students with problems note that backsliding is characteristic of their behavior patterns. Try not to be discouraged if a student suddenly regresses after a period of improvement.

- Be consistent in your discipline. Nothing is more upsetting to students than to have the teacher treat the same offense under the same conditions in entirely different ways.

- Don't use corporal punishment. Board of Education policy prohibits corporal punishment. A teacher who uses corporal punishment places him/herself in a vulnerable position. If you use your hands, you won't be able to use your head.

- _Keep objective records_. The anecdotal record should show a positive as well as a negative picture of a student's behavior. This type of record will give your supervisor and the School Based Support Team the necessary information to enable them to help you plan for a more effective instructional and/or behavioral program for the student.

A Suggested Format:

ANECDOTAL RECORD

Student's Name________________________ Teacher____________________

Date of Birth________________________ Class______________________

Use this form to keep a running account of behavior of the student you are observing. This is a factual account sheet. Be objective. _Make no statement of opinion._ Be succinct. Try to use just one or two lines per situation.

Date/Time of Behavior	Preceding/Current Activity	Behavior of Student	Action taken

Behavior Modification

The concept of reinforcement is basic to behavior modification programs. Reinforcers are generally categorized as either positive or negative.

Three categories of positive reinforcement are:

- Token Reinforcement - A token reinforcer is a tangible item such as a check which can be exchanged for materials (a book, etc.) or for a reinforcing event (a chance to be monitor, etc.)

- Social Reinforcement - A social reinforcer is approval, praise or attention from the teacher.

- Primary Reinforcement - A primary reinforcer satisfies a biological need (pretzels, carrots, etc.).

It is generally agreed that positive reinforcement is more successful in modifying behavior than negative reinforcement and that a student learns how to behave when appropriate behavior is modeled and positively reinforced. Reinforcers may also be categorized as negative . While positive reinforcers reward the student with something s/he desires following a desired behavior, negative reinforcers are events that happen to a student following undesired behavior. Negative reinforcers are experienced by the student as punishment. Examples are reprimands or deprivations. Never abuse a student. Behavior modification programs may be either simple or sophisticated in design. To be successful, they must include the following:

- Identification of the positive behaviors to be reinforced. For example, remaining in your seat unless otherwise instructed by the teacher, raising your hand and waiting to be called before speaking, etc.

- Development of a system for recording the number of times students exhibit positive behaviors. This may be a chart for the entire class or individual recording systems for each student.

- Identification of the reinforcers that will be used. In offering reinforcers, consider availability and cost. Select reinforcers carefully. They must be individually chosen and desired by the recipient to be successful.

Some possible reinforcers:

- Listening to music
- Using tape recorder
- Extra free time
- Being first in line
- A class party
- Helping teacher
- Food: fruit, nuts, raisins, etc.
- Playing piano
- Using manipulative games and toys such as Tinker Toys, Erector Sets, etc.
- Puzzles
- Using the typewriter
- Using puppets
- Finger painting
- Merit certificates
- Listening to story
- Painting
- Checkmarks
- Watching filmstrips
- Access to gym
- Smile, nod, wink, and variety of praise, approval, recognition
- Talking to classmate
- Selecting records to play
- Sitting next to teacher
- Student of the Week
- Tutoring younger students
- Athletic passes
- Correcting papers
- Stamp and stamp pad

Create a system for exchange of checks for tangible reinforcers. For instance, at first, one carrot stick or one pretzel might be exchanged for every two checks tallied at the end of each instructional period. After a period of time, extend the waiting time for exchange to include several instructional periods, moving toward an entire morning or afternoon as students mature.

A well defined behavior modification system evolves with the changing needs of students. Over time, the following changes may be made:

- Change from daily to weekly or monthly exchange of checks for reinforcers. For example, accumulate a large number of checks over several days for a more meaningful reinforcer such as a group party, special access to gym, a puzzle or book, etc.

- Change the targeted behaviors. Once inappropriate behavior is inhibited, the focus may shift to quality and quantity of work accomplished.

- Move from primary to secondary reinforcers. A teacher may substitute a hug for food. Ultimately, the internalized sense of mastery of learning should signal the necessity for ending the use of the system.

Introducing the System

- In order for a behavior modification program to succeed, the teacher must believe in its merits. Before designing and implementing a system, take time to observe one in action, read the literature, discuss behavior modification with colleagues who are successfully using it, and/or request the support of a teacher trainer or supervisor. Should you begin a program and find it not working, ask for help immediately. An objective observer may be helpful in focusing your attention on required changes. Be patient. Blending your teaching style with the tenets of behavior modification takes time and effort. Your efforts will be rewarded by the improved student behavior.

- Plan a lesson introducing the system. During a group discussion, guide students to recognize the need to maintain the appropriate behavior in the classroom. Introduce the plan displaying all the materials to be used. Include all charts, recording devices and reinforcers. Implement the plan immediately. Inform parents of your plan.

Making Behavior Modification Work

- Target individual student behaviors.

- Reward only targeted behaviors. Focus on the student who exhibits the positive behavior. As you give John a check say, "John, I like the way you are sitting in your seat." Reward each student who is sitting in the same way. Avoid saying, "We are waiting for you, Angela." Ignore Angela's behavior.

- Note that once the positive behavior of three or four students has been rewarded, the others will sit down, too. On the first day, reward the stragglers who finally sit down. On subsequent days, only reward those who sit quickly. Avoid a power struggle with the student who tests you.

- There will be times when ignoring negative behavior is not possible. Intervene when there is danger of anyone being hurt.

- If there is a crucial behavior that needs modification, i.e., adhering to lunchroom rules, assign a greater number of points to it.

- Communicate, in the presence of your students, the details of the behavior modification system to any other adult who interacts with them (paraprofessional, lunchroom aide, cluster teacher). Invite him/her to publicly record points earned by the students during times under his/her care.

- Be consistent. Never fail to reward positive behavior no matter how you're feeling toward the student. Focus on the behavior, not the student.

- Never take back points. A student is entitled to keep what s/he earns. Making an error in the afternoon should in no way jeopardize what a student has earned in the morning.

- Allot adequate time at tally periods to publicly, enthusiastically, and warmly reward each student. Each student must feel like a winner and justly rewarded for his/her particular achievement, no matter how small.

- Periodically hold class meetings to evaluate the system.

Contracts

A contract is an agreement between a teacher and a student. It sets forth how much work of a specified nature is to be accomplished within a given period of time.

- Contracts for academic work should list the amount of work, the curriculum area, the materials to be used and the expected completion date.

- Contracts for behavior should list the expected behavior, its frequency and the framework in which it should occur.

- If the teacher has agreed to guide or help, this too needs to be detailed.

- If a reward is part of the agreement, the description of the reward is to be written into the contract.

- All parties agreeing to the contract need to sign the agreement.

A Sample Contract:

OUR CONTRACT

I think I can ______________________________ by ______________.

If I do, I will be able to ______________________________.

Teacher will help by ____.

____
Date   Student's signature   Teacher's signature

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Division of Special Education Programs

Learning Disability

Students called learning disabled manifest a range of general characteristics which usually indicate that they are not learning in relation to their capacities. The instructional goals for such students involve training in the areas of their disabilities. The classroom implications include:

- Language development, visual-motor integration, auditory discrimination, abstract thinking, etc.
- Academic remediation as needed
- Instruction based on MTE
- Social/Emotional skill development

Programs for Learning Disabled

General Education with Related Services
Resource Room
Readiness
Health Conservation 30 - HC30
Neurologically Impaired Emotionally Handicapped - NIEH
School for Career Development

Emotional Handicap

The student called emotionally handicapped manifests behavior which interferes with his/her ability to adjust to and benefit from existing regular class programs. This student displays, on a range from mild to severe, behavior which reflects not having learned or not practicing the personal and social skills that are important parts of socialized interaction. The classroom implications for the emotionally handicapped include:

- Development of coping mechanisms for self-control
- Development of academic skills
- Development of learning strategies
- Development of pre-vocational/career training
- Instruction based on MTE
- Mainstreaming to a less restrictive environment when appropriate

Programs for Emotionally Handicapped

General Education with Related Services
Resource Room
Readiness
Neurologically Impaired Emotionally Handicapped - NIEH
Classes for Emotionally Handicapped - CEH
Teacher Moms

School for Career Development
Special Day Schools
Day Treatment School
Day Treatment Center
Residential Treatment Center

Physical Handicap

The student called physically handicapped manifests a wide range of characteristics which indicate a variety of educational concerns. The physically handicapped learner may have limited strength, vitality or alertness due to chronic health problems which require special educational planning. These students may require educational interventions within the general education program. Some physically handicapped students may be orthopedically, visually, and/or hearing impaired requiring provisions based on his/her individual needs. The classroom implications include:

- Provision of a classroom environment with accommodations for the student health needs to facilitate learning
- Provision of physical accommodations to meet individual student needs
- Emphasis as needed on routines of daily living and self-help activities
- Physical and structural school plant modifications, e.g., elevators, toilet facilities, ramps and handrails
- Use of adaptive devices where necessary to accommodate special learning needs
- Preparation of students to participate in mainstream classes and all school activities to the maximum extent possible
- Provision of instruction based on the MTE
- Movement to a less restrictive environment or set of activities within the appropriate range of services
- Provision of school bus transporation, including hydraulic lift buses

Programs for Physically Handicapped

General Education with Related Services
Resource Room
Readiness
Health Conservation 10 - HC 10
Health Conservaton 20 - HC 20
Classes for the Deaf
Classes for the Deaf/Blind
Classes for Visually Impaired Multiply Handicapped
Center for Multiply Handicapped Children - CMHC
Special Diagnostic Unit - SDU
School for the Deaf
Residential Treatment Center

Mental Retardation

The student called mentally retarded is generally characterized by a condition of slow cognitive development which is usually viewed as having several general levels: mild, moderate, severe, and profound. Mild retardation is the most common; profound is the least common. Adaptive behavior, the capacity to cope with the ordinary requirements for maturity, such as taking care of personal needs, social skills, school progress, and vocational activities, is also considered in the assessment of mental retardation. The classroom implications for students who show some degree of retardation include:

- Development of social and communication skills
- Improvement of cognitive skills
- Development of independent living skills related to self-care, travel training, and vocational functioning
- Provision of instruction based on the MTE for mildly retarded students
- For students with moderate to profound retardation special curricula are used with emphasis on adaptive behaviors
- Movement to a less restrictive environment or set of activities within the appropriate range of services

The mentally retarded learner requires teaching strategies which include:

- Accommodation to each student's state of readiness for instruction
- Frequent review and repetition
- Division of material into smaller but still meaningful units which are presented sequentially and frequently rehearsed
- A training environment free of distractions
- Frequent teacher monitoring for student's attention to task and appropriate behavior

Programs for Mentally Retarded

General Education with Related Services
Resource Room
Readiness
Delayed Learners
Educable Mentally Retarded - EMR and EMR/EH
Trainable Mentally Retarded - TMR
Track IV
Occupational Training Center - OTC
Adult Skills Training Center - ASTC

Speech Impairment

Students called speech impaired manifest severe speech or language problems which, in some cases, may result in an inablilty to communicate orally. The classroom implications for these students include:

- Intensive speech remediation
- Social/emotional skill development
- Improvement of language/communication skills
- Instruction based on MTE
- Movement to a less restrictive environment or set of activities within the appropriate range of services

Programs for Speech Impaired

General Education with Related Services
Resource Room Speech Centers
School for Language and Hearing Impaired Children - SLHIC

Autism

The student called autistic generally displays a complex pattern of behaviors which include severe communication problems and disturbances of developmental rates. These students generally require the intensive services of a special educational environment. The classroom implications for the autistic student include:

- Development of self-sufficiency in personal care, travel, etc.
- Development of communication skills
- Development of prevocational skills and independent life skills
- Development of peer awareness and relationships
- Development of self image and body image
- Instruction based on MTE where appropriate
- Movement to a less restrictive environment or set of activities within the appropriate range of services

Programs for Autistic

Autistic Classes
Residential Treatment Centers

Support Personnel

The special education teacher has the advantage of relating to a multi-dimensional professional team drawn from the mainstream and the Division of Special Education. To help work productively with the school principal, special education supervisor, special education guidance counselor, regional teacher trainers and other personnel, their roles and responsibilities are listed below.

School Principal

- is the chief administrator for the school
- is the rating officer for all teachers
- does formal and informal observations
- holds grade and faculty conferences
- monitors teacher attendance and lateness
- evaluates plan books
- reviews students' report cards
- approves class trips
- is notified of equipment problems
- is notified of students who present an immediate danger to themselves and/or others e.g., accidents, leaving room or school unsupervised
- informs staff of school and district resources
- is instrumental in providing mainstream opportunities for Special Education students
- provides expendable supplies for classroom use

Special Education Supervisor

- makes regular visits to special education programs
- consults with principals on an on-going basis
- does formal and informal observations; evaluates plan books

- arranges training workshops
- provides special education curriculum bulletins and facilitates their implementation
- provides guidance in the development of IEPs
- reviews current COH referral material
- informs teachers of Division of Special Education policies
- consults with the multi-disciplinary team involved with placement and reevaluation of students
- provides guidance in ordering education materials from special education allotment
- provides for teacher-trainers' services
- provides supervision of paraprofessionals
- approves (F3) student, class and site changes
- attends student hearing and conferences with parents, principals and hearing officers
- reviews and verifies data bank and computer printouts

Building good relationships with both supervisors is important.

- become aware of school procedures
- read bulletin boards frequently
- check mailbox frequently
- maintain accurate, up-to-date files, records, reports and computer data
- request supplies from appropriate personnel
- read all data carefully and precisely
- try to arrange inter-class visitations with special education and mainstream teachers
- meet regularly with your colleagues to share concerns, strategies and curriculum development
- keep supervisors informed about parental concerns and requests regarding their children
- learn procedures for contacting the custodian and assistants

The Special Education Guidance Counselor

- provides direct guidance service to students and parents
- works with teachers to promote a classroom climate conducive to creative living and learning
- interprets assessment results to teachers
- provides assistance in gathering objective information for anecodtal reports
- demonstrates groups guidance lessons
- works cooperatively with teachers in making referrals for mainstreaming and re-evaluation
- acts as liasion between social agencies, SBST, special education supervisor, parents and principal
- helps facilitate school communication
- works in conjunction with the general education guidance counselor

Regional Teacher Trainers

- develop materials to meet students' needs
- provide expertise in classroom management, behavior management, specific curriculum areas, individualizing for learning etc.
- provide service at the request of the special education supervisor
- assist in the selection and purchase of curriculum materials
- demonstrate the use and implementation of instructional materials
- develop and present workshops

Pupil Accounting Secretary

- maintains official ledger of admits and discharges for all students on the register of their respective school
- transmits the cumulative record of students who are transferred from their respective school to another school within the New York City public school system

- maintains school rosters that contain listings of all New York City OSIS ID #'s of students within his/her respective school
- requires accurate daily attendance accounting
- keeps on file pupil emergency cards, pupil office cards, change of address, etc.

Staff Personnel at Special Education Regional Office

- know your supervisor's schedule
- are well informed about field operations and often can answer questions regarding administrative matters
- maintain and prepare reports with data you provide
- maintain files and process F-3 and COH reports, personnel records and other administrative reports and data
- record and transmit messages to and from supervisors

Speech and Langauage Teacher

- provides diagnostic and therapeutic services for all students with speech and language needs
- serves as a resource for parents, school personnel, community and outside agencies

Other Teaching Personnel: School Librarians, Grade Leaders, Reading Teachers, Gym Teachers, Mainstream Teachers etc.

- may schedule special education classes for out of classroom activities
- may provide curriculum material and reference books
- may give demonstration lessons and assist with the planning of special projects
- are important professionals with whom to form relationships
- are often quite receptive to special education students' talents and abilities

Paraprofessionals

- join the teacher in planning for the physical environment, scheduling, classroom procedures, etc.
- confer with the teacher and supervisor to determine responsibility for administrative and teaching tasks, including: small group instruction, bus duty, lunch duty, completing reports, etc.
- offer innovative and creative ideas
- are often members of the community and familiar with the out-of-school environment of the students
- serve as role models for students

Payroll Secretary

- must be informed of teachers' absences in advance
- verifies teachers' completion of special education mandated course requirements
- maintains teachers' personnel file
- is a resource regarding all salary concerns
- processes all personnel matters pertaining to and including licenses, renominations, end of probation (Jarema Credit) etc.

School Based Support Team/Committee on the Handicapped (SBST/COH)

School Based Support Teams are responsible for helping all students obtain needed educational services. The SBST consists of the -

- psychologist - core team member
- social worker - core team member
- special educator - core team member
- principal (or designee) - ad hoc member
- guidance counselor - ad hoc member
- parent - ad hoc member
- representative of the school staff (e.g., regular classroom teacher) - ad hoc member
- other persons when appropriate (e.g., site supervisor) - ad hoc member

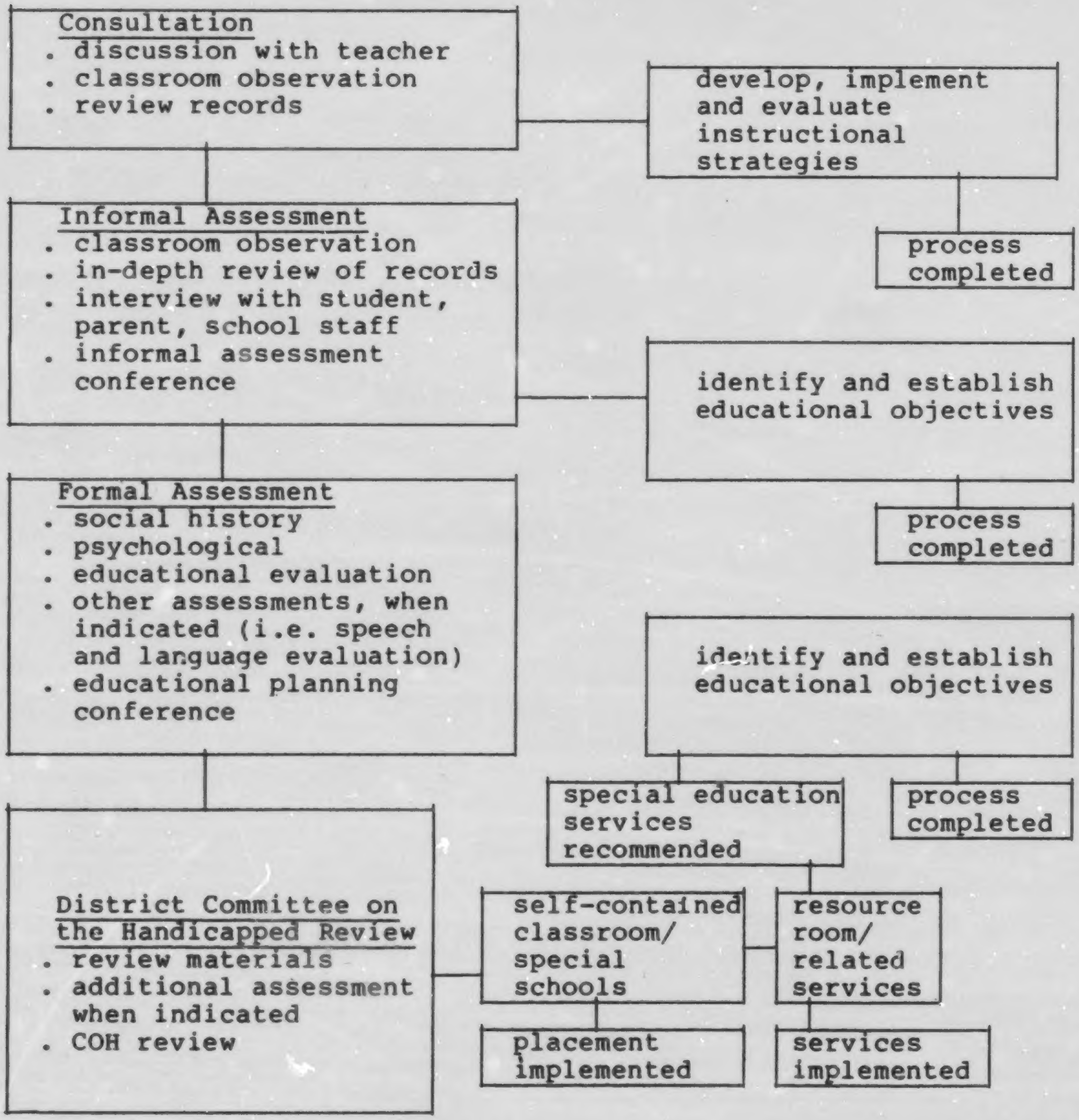
The team is primarily responsible for conducting assessments of students suspected of needing special education services. SBST is also involved in a broad range of support services to handicapped and non-handicapped students in addition to providing those services mandated on the IEP.

When there is need for SBST involvement the classroom teacher (regular or special education) completes the "Request for SBST Involvement" form. Based upon the provided information, the team will decide at which stage - consultation, informal assessment, or formal assessment - to initiate service. According to the Chancellor's Regulation B-455, the principal's or special education supervisor's signature is required on the "Request for SBST Involvement" form.

See Table 2 for a flow chart of the SBST evaluation process.

TABLE 2

The SBST Evaluation Process


Consultation
. discussion with teacher
. classroom observation
. review records
develop, implement and evaluate instructional strategies
process completed
Informal Assessment
. classroom observation
. in-depth review of records
. interview with student, parent, school staff
. informal assessment conference
identify and establish educational objectives
process completed
Formal Assessment
. social history
. psychological
. educational evaluation
. other assessments, when indicated (i.e. speech and language evaluation)
. educational planning conference
identify and establish educational objectives
special education services recommended
process completed
District Committee on the Handicapped Review
. review materials
. additional assessment when indicated
. COH review
self-contained classroom/ special schools
resource room/ related services
placement implemented
services implemented

Parents

An integral component of your educational planning and program is parent involvement and support.

- Parent involvement makes a difference. Parents reinforce school experiences by motivating students to achieve. Parents can provide information about student behaviors and skills that are displayed only at home. They can also provide information related to their ethnic and cultural backgrounds.

- The teacher and other staff members have a responsibility to involve all parents as support and resources for the education of their children. Parents are concerned about their children and want them to benefit from their school experiences.

- Since parents and teachers are confronted with the problems of daily living in a complex and confusing world, it is necessary to develop mutual trust and cooperation. This can be accomplished by understanding each others roles, emotional needs and responsibilities in relation to the education of the student. Although teachers and parents can benefit from effective home and school relationships, the students ultimately have the most to gain.

- During the first week of school, send a note home with each student listing your name, school or special education unit telephone number, and the best time to reach you. Include the name and telephone number of the site supervisor. For young students paste a parent communication envelope in the back of a notebook which is taken home daily. Request that parents check the envelope daily for notes from the teacher and that they use it to send communications to school. Place positive communications in the envelope whenever possible. This will facilitate a trusting relationship with the parent and the student. It will also nurture receptivity to requests for parent intervention when problems arise.

Parents can become involved through:

- Conferences - IEP conferences, report cards, Open School Week

- Workshops - understanding learning disabilities, helping your child at home, preparing for graduation, understanding the promotional gates, etc.

- School related activities - Parent Association, class trips, attendance at assembly programs, fund raising, parent volunteer, etc.

Conferences

Conferences may be useful in receiving information from parents as well as giving them information. Listed below are some guidelines to keep in mind when arranging conferences:

- Be honest with parents. Give parents as much information about their child as they request. Include positive aspects as well as problem areas.
- Encourage parents to talk. Parents will feel comfortable talking to someone who demonstrates true interest in their child. Use phone calls or daily/weekly notes to establish and maintain rapport. Stress the positive in your communications.
- If necessary, direct parents to community agencies and services. Parents may not know where to find supplementary help for their child. If you are unfamiliar with available resources speak with school personnel (e.g., supervisor, guidance counselor, SBST, social worker) who have this information available.*
- Keep parents informed. Parents need to know their child's progress and current level of performance at school. Advise parents about important dates (e.g., city-wide tests, open school night). Advise parents of your homework routines and offer advice as to how they can help the student at home.
- When appropriate, provide parents with behavioral management techniques. Keep your suggestions simple and easy to follow.
- Encourage parents to join parent organizations. Parents can be of great support to one another.

Parent Workshops

Parent workshops are an outstanding tool in developing mutual educational and social-emotional goals. Workshops provide an opportunity for parents and professional staff to interact within a structured setting.

The format of the workshop will largely be determined by the needs of the parents and the availability of support personnel (e.g., supervisor, guidance counselors, teachers, guest speakers, etc.) Consult with your site supervisor and building principal about developing and conducting parent workshops. The joint effort and concern of home and school can lead to a mutual understanding of each other's aspirations and goals.

Parent Community Liaison Program (PCLP)

Due to the continuing need for communication with parent and community groups, the Parent Community Liaison Program developed by the Division is now in its third year. It has been a successful outreach program, providing and disseminating information to teachers, parents and community groups.

The Parent Community Liaison Unit of the Office of Program Development has developed workshops individually tailored to meet the needs of:

- parents of children in regular education
- parents of children in special education
- professional staff

These workshops describe special education programs, parents rights, the Individual Education Program (IEP), the School Based Support Team Model and implementation of special education services within the school. Also included are "awareness and sensitivity programs" and supportive activities in conjuction with guidance counselors, special education teachers, special education supervisors and teacher trainers. Consult your supervisor and principal about utilizing the services of the Parent Community Liaison Program.

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2. PREPARING FOR INSTRUCTION

Assessment

Standardized Testing

Individualized Education Program

Task Analysis and Lesson Plans

Multicultural and Multiethnic Focus

Mainstreaming

Assessment

Assessment is the process of identifying and obtaining information about a student's educational needs. This includes the use of standardized tests, criterion-referenced tests, observation, analysis of work samples and consultation.

Norm-Referenced Tests

Information obtained from norm-referenced testing results can help the special education teacher to:

- identify (by age scale and grade level or point scale) a student's performance in content areas
- compare an individual student's performance with the performance of other students
- document progress of a student over a given time period

Criterion-Referenced Tests

Criterion-referenced tests measure a student's skill in terms of a mastery of specific tasks. The advantages of using criterion-referenced tests include:

- ability to design test to measure student's progress, based on individualized instructional plans
- ability to objectively monitor and assess progress for individual students over a period of time
- help in determining annual goals and short-term objectives
- adaptability to curriculum (Minimum Teaching Essentials, Minimum Learning Essentials)
- assessment of student performance relative to individual strengths and weaknesses

Many teachers construct, administer, score, and interpret criterion-referenced tests during the school year. For example, on Monday, a teacher assigns 12 spelling words. The criterion established by the teacher requires students to spell at least 7 words correctly to pass. The teacher can now prepare an instructional program by analyzing the errors (if any) of the students. An error analysis might reveal that a student consistently neglects to change "y" to "i" and add "es" when spelling words like pennies, candies. The teacher can easily plan remedial work to reinforce the acquisition of this sub-skill and others identified in the error-analysis process.

Observation

Observation by the classroom teacher, can provide useful information about a student's social and academic behavior. Observations can be facilitated by:

- Observing and assessing students during a time free of distractions.
- Establishing a reporting format, e.g., checklist, descriptive data.
- Recording all information. Meaningful estimations may not become apparent until the assessment is complete. For example, a consistent response of "I don't know" may suggest the student's lack of self-confidence and not a lack of knowledge or skills.
- Beginning with simple tasks that a student can easily perform.
- Returning to simpler tasks when the student meets repeated failure.
- Determining the length of time an individual is capable of working at a given task. Keep in mind that the length of time often changes as the type of activity changes (pencil and paper task vs. motor task).
- Making a simple modification which can change the presentation of any task to a more socially acceptable and age appropriate level. For example, when testing an adolescent student for short vowel sounds, use articles from the newspaper, rather than a primer as your testing material.

Throughout the assessment, look for and record reactions which may help or hinder the student's academic and social progress. Does the student:

- respond in a friendly, relaxed manner?
- become tense when "academic type" materials are presented?
- appear sullen or overeager to please?
- need occasional or constant assurance that work is right?

- respond equally to concrete and abstract materials?
- ask pertinent or irrelevant questions?
- present mannerisms (grimacing, turning away, rocking, hair twisting)?

Work Sample Analysis

The special education teacher should periodically analyze samples of the student's work for a pattern of errors and correct responses, as well as for mastery of a specific skill or task.

Consultation

Valuable information can be obtained from consulting with students. Conducting an interview can yield the following information:

- the student's unique concerns and attitudes which may be affecting his/her learning process
- insight into the student's thinking processes
- the strategy the student uses in responding to questions.
- the difference between the student's behavior in a one-to-one and group situation

Special Considerations:

With respect to the assessment of the culturally and linguistically diverse exceptional student, it is recommended that behavioral observations (performance) and criterion referenced tests be used. Limited English proficiency students tend to rate lower on most standardized tests used in schools. There is considerable evidence that significant linguistic and cultural biases exist in norm-referenced tests and procedures, and the mere translation of the language does not guarantee the elimination of these problems. Any educational decision based on such norm-referenced results, must be considered tentative and subject to further observation from an ecological perspective to assess the student's real abilities and needs.

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Standardized Testing

All students in the New York City public schools are expected to participate in citywide testing programs. While some students in special education may be exempted from taking these tests on the basis of their Individual Educational Program (IEP), unless the IEP specifically prohibits such testing, all students in special education must be given every opportunity to participate in testing.

In addition to the Chancellor's regulations, state and federal law have established the principle of providing the opportunity for participation in testing to all students with handicapping conditions. Before a student can be excluded from participation, all due process rights must be observed. Therefore, unless specified in the IEP, all special education students must be included in citywide and statewide testing.

- Every special education student must have a standardized testing program incorporated into his/her Individualized Education Program (See IEP Manual).
- Recording information about the standardized testing program will begin with the COH/SBST from the time of evaluation and continue with the classroom teacher on an ongoing annual basis. (For students enrolled in special education programs prior to September 1980, the classroom teacher will initiate this process according to guidelines presented in the IEP Manual.
- The standardized testing program is composed of both citywide and statewide testing.

Citywide Testing

The citywide testing program includes annual testing in reading and mathematics for elementary and junior high school students and high school students. Eligible special education students will participate in the citywide testing program in accordance with age/grade equivalence. Test modifications allow students to particpate in these programs by compensating for their handicapping conditions.

The results generated from these tests will be used to measure student achievement, to assist in instructional management and to provide administrative and organizational information including student eligibility for promotion and graduation.

Note that only students who participate in citywide testing will be in the promotional policy or diploma program.

Statewide Testing

Pupil Evaluation Program (PEP)

These statewide competency tests are administered in reading and mathematics to all students in grades 3 and 6. Eligible special education students of ages equivalent to grades 3 and 6 must participate. This program measures student achievement and provides information for instruction and remediation.

Preliminary Competency Tests (PCT)

The PCT's are competency tests in reading, mathematics and writing, administered in grades 8 (or grade 9 for those who did not take them in grade 8). Eligible special education students of equivalent age must participate.

The Commissioner's Regulations require schools to provide appropriate remedial programs for students who score below specified reference points on these tests. The regulations also require schools to keep parents informed with respect to test results and remedial instruction.

Regents Competency Tests (RCT) and Regents Comprehensive Examinations

The Competency Testing Program is designed to assure that students develop adequate skills in reading comprehension, writing and mathematics before graduation from high school. In order to secure a local diploma, students must demonstrate competency in the basic skills of reading, writing and mathematics in addition to obtaining high school credit for required coursework.

There are several methods of demonstrating competency in reading, writing and mathematics. One is by passing the Regents Comprehensive Examination in English and a Regents Examination in Mathematics. Another is by passing the Regents Competency Tests in Reading, Writing and Mathematics. A third method is by obtaining minimum acceptable scores on the College Board's Scholastic Aptitude Test (SAT) or the American Testing Program (ACT) tests.

Pupils whose native language is other than English, who enter a school where English is the predominant language of instruction after grade 8, may use an alternative procedure to demonstrate competency in reading and writing.

When using this procedure, pupils must demonstrate proficiency in reading and writing in their native language and reasonable progress toward mastery of the English language. The Regents Competency Test in mathematics is available in several foreign languages, including Spanish, French and Chinese.

Testing Modifications

Modifications in the administration of tests have been adopted to facilitate widespread participation in testing programs among students in special education and to allow students with handicapping conditions the opportunity to demonstrate their achievement and capability with minimum influence of their handicapping condition. Modifications must be consistent with sound instructional practices and must be determined for each student on an individual basis.

Based on individualized needs, the following modifications are permitted for students:

- Time limit extended or waived
- Examination administered in a special location

All other modifications are permitted if they are an integral and ongoing part of the student's IEP and their need is reflected consistently in the IEP. The modifications are not only used in testing, but are part of the student's instructional program. Students for whom modifications are appropriate must have Category B designated on their IEP as well as the appropriate modification(s). (See below for a discussion of the testing categories.)

- Questions read to students
- Answers recorded in any manner
- Use of calculator or abacus
- Examination copy provided in Braille and large type
- Questions omitted and credit prorated

Modifications are implemented according to the SED publication, Alternative Testing Techniques for Children with Handicapping Conditions, Albany, NY: March 1982.

All the above modifications may be authorized for students with handicapping conditions taking competency tests. They may also be authorized for students with handicapping conditions taking Regents examinations, with the following exceptions:

- Questions designed to measure reading ability may be read only to pupils who are visually impaired.
- Answers to questions designed to measure writing ability may be dictated or tape recorded only by pupils who are visually impaired or physically unable to write. Pupils dictating their answers should provide all punctuation, the spelling of more difficult words, paragraphing, etc., so that the same writing skills are being measured for all pupils.

- A calculator or abacus cannot be used by any pupil taking a mathematics Regents examination.

See the SED publications, Regents Examinations and Competency Tests, School Administrator's Manual (1981 Edition), and Alternative Testing Techniques for Children with Handicapping Conditions (March 1982) for additional information.

Note that modifications must be available for use on class and school tests as well as in the larger city and state testing programs.

Testing Category

(To be completed by COH/SBST and updated by the teacher.)

With the advent of new minimum competency requirements and the citywide promotional policy program, there is a need to develop procedures for writing an appropriate standardized testing program into the student's IEP. A student should be nominated for one of the following categories:

- Category "A" means that the student would participate in all statewide and citywide testing programs and be subject to achieving the minimum testing standards.

- Category "B" means that the student will participate in all statewide and citywide testing programs with the use of specifically noted modifications and be subject to achieving the minimum testing standards. (See Testing Modifications) Resource room students can only be nominated for categories "A" or "B".

- Category "C" means those few severely and profoundly handicapped children whose handicapping condition, when individually determined, prevents their participation in the testing program. This category is only permitted as a result of an assessment by the COH/SBST and is subject to parental approval. (Unless parental approval is obtained for category "C", the student will be designated for category "B".) Inclusion in category "C" means that the student will not participate in the promotional policy program nor earn a diploma.

- Category "D" means that the decision, whether to be tested or not to be tested, is deferred until the IEP Planning Conference which is conducted no later than 30 days after the student enters the special education program. Choice of this option is only available for COH/SBST members.

Individualized Education Program

The Individualized Education Program (IEP) serves as a basis for all classroom instruction. It is the foundation upon which a program is planned to meet the needs of each student. The Division of Special Education (DSE) has prepared a revised Individualized Education Program Manual. The manual provides extensive information on the preparation of the revised IEP and is available through the special education supervisor.

Improvements in the IEP format include:

- A place to indicate more specific information and brief descriptions of students' academic, social, physical and management needs (pages 2 and 3)
- An added section relating more directly to the needs of special education high school students (pages 4a and 5a)

The following are highlights of the material to be found in the IEP Manual.

Federal and State Law

PL 94-142, the federal law which addresses the needs of the student with special education needs, has tremendous impact on the planning and delivery of special educational services. The law mandates that every student has the right to free appropriate public education in the least restrictive educational setting. Documentation that the student is receiving an education unique to his or her educational needs is found in the Individualized Educational Program (IEP). Completion of the IEP is effected through an IEP Planning Conference, in which parents and professionals meet to decide jointly the most appropriate education for the student with special education needs. The IEP and the Planning Conference thus become the tools by which parents and professionals can join together to plan an effective program.

PL 94-142 requires that the IEP include certain minimum information:

- A statement of the present level of educational performance of each child
- A statement of annual goals, including short-term instructional objectives

- A statement of specific educational services to be provided to each child and the extent to which the child will be able to participate in regular educational programs
- The projected date for initiation and anticipated duration of such services and appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved

PL 94-142 Sec. 4 (a)

The Regulations of the Commissioner of Education of the State of New York Section 200.4 - further address the issues of the IEP and refine the requirements of the federal regulations. The regulations incorporate all of the above features of the federal law and focus on methods to insure appropriate preparation and implementation. These requirements are incorporated.

- Indicate the present levels of performance and the individual needs of the student according to:
    - levels of academic or educational achievement and learning rates
    - levels of social development
    - levels of physical development
    - management needs of the student in the classroom
- Indicate the classification of handicapping conditions
- List annual goals that are consistent with the student's needs and abilities
- Indicate the recommended program, the class size, if appropriate, and the extent to which the student will participate in regular education programs, including occupational education when appropriate
- Indicate the projected date for initiation of special education and related services, the amount of time per day the student will receive such services, and the projected date of the review of the student's need for such services

- Describe any specialized equipment and adaptive devices needed for the student to benefit from education

- List those testing modifications to be used consistently by the pupil in the recommended educational program; and

- Indicate the recommended placement

- A statement of short-term objectives consistent with the annual goals for the pupil; and

- Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved

A sample of the revised IEP is included. For reference clarification and detailed instructions utilize the Division of Special Education's Individualized Education Program Manual (August 1982).

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, BROOKLYN, NY 11201
DIVISION OF SPECIAL EDUCATION

INDIVIDUALIZED EDUCATION PROGRAM - PHASE I

____NEW REFERRAL ____TRIENNIAL REVIEW ____CHANGE OF PROGRAM

STUDENT'S NAME________________________ D.O.B____________ SEX____ OSIS #______________

ADDRESS____

PRESENT SCHOOL________________________________ PROGRAM/GRADE________________

HOME DISTRICT______ TELEPHONE________________ STUDENT'S DOMINANT LANGUAGE______________

PARENT'S NAME______________________ INTERPRETER NEEDED____YES____NO/LANGUAGE____________

INTERPRETER ATTENDED____YES____NO DATE OF CONFERENCE______________

RECOMMENDATIONS:
CLASSIFICATION____

PROGRAM____ CLASS SIZE______________

SCHOOL PLACEMENT______________________________ COMMENCEMENT OF SERVICE (DATE)____________

REGULAR CLASS PROGRAMMING:

RECOMMENDED AREA (DATE)	PERIODS PER DAY/WEEK

RELATED SERVICES RECOMMENDED BY SBST/COH:

SERVICE	FREQUENCY	DURATION

TESTING CATEGORY:

DATE RECOM'D	CATEGORY	MODIFICATIONS

SPECIAL ALERTS/SPECIALIZED EQUIPMENT/ADAPTIVE DEVICES:

PROJECTED SBST/COH REVIEW DATE__________ TRIENNIAL REVIEW DATE__________

PRESENT LEVEL OF PERFORMANCE AT TIME OF ASSESSMENT

LEARNING RATE ______________________________ COMMENTS:

ACADEMIC FUNCTIONING

Reading: Grade Level ______ Decoding (Gr. Level) ________ Comprehension (Gr. Level) ______ Comments:

Mathematics: Grade Level ______ Computation (Gr. Level) ________ Concepts ______ Comments:

Language: (Check as appropriate)

Expressive: No Communication ____ Isolated Words or Signs ____ 2-3 Word Sentences ____ Language Below Age Appropriate ____ Language Age Appropriate ____ Language Above Age Appropriate ______

Receptive: Unresponsive ______ Responds To Words ______ Comprehends One to Two Step Directions ______ Comprehends Concrete Concepts ____ Comprehends Abstract Concepts ______

Written: Not Applicable ______ Cannot Express Ideas on Paper ______ Unable to Put Ideas on Paper In Comprehensible Form Using Correct Grammar, Syntax, etc. ______ Adequate Written Language ______

Comments:

Speech Production: (quality of speech) Not Applicable ______ Unintelligible ______ Severe Articulation Problem ____ Moderate Articulation Problem ____ Adequate Speech ______

Comments:

Self Help Skills: Totally Reliant On Adults for Activities of Daily Living ______ Needs Some Assistance with Activities of Daily Living ______ Adequate Self-Help Skills ______

Comments:

SOCIAL DEVELOPMENT

Peer Relationships: Withdrawn ____ Passively Cooperates with Peers ____ Actively Cooperates with Peers ____ Often Initiates Appropriate Contacts ____ Often Initiates Inappropriate Contact ____

Comments:

Student Name: ______________________________

SBST - A

PRESENT LEVEL OF PERFORMANCE AT TIME OF ASSESSMENT

Adult Relationships: Avoids_____ Dependent_____ Seeks Appropriate Adult Attention________ Comments:

Briefly describe how student relates to learning situations (e.g., motivation, attention, responsiveness, cooperation):

PHYSICAL DEVELOPMENT

Vision: Normal_____ Needs Corrective Lens________ Partially Sighted______ Blind______

Hearing: Normal_____ Mild Hearing Loss_____ Hearing Impaired_____ Deaf_____

Health/Vitality: Poor_____ Fair_____ Good_____ Excellent_____

Mobility: Non-Ambulatory_____ Needs Mechanical Aids_______ Poor Balance And Gait_______ Adequate Gross Motor Ability_____

Manual Dexterity (General Manipulative Skills): Adequate Manual Dexterity______ Below Age Appropriate______ Unable to Manipulate Objects With Hands__________

Comments:

MANAGEMENT NEEDS

LONG RANGE GOALS (Academic, Social/Emotional, Physical)

ASSESSMENT INSTRUMENTS USED (Include classroom observation dates, Informal Measures, Criterion-Referenced Tests, Norm-Referenced Tests, etc.)

Students's Name______________________________ Date____________________________

SBST - B

DIVISION OF SPECIAL EDUCATION
INDIVIDUALIZED EDUCATION PROGRAM - PHASE II

STUDENT'S NAME______________________ OSIS #______________ DATA BANK #________________

SCHOOL____________________ ADDRESS______________________________ SCHOOL DISTRICT_______

CLASS____________________ TEACHER__________________________ DATE OF CONFERENCE__________

PARENT CONTACTS REGARDING IEP CONFERENCE:			PARTICIPANTS IN PLANNING CONFERENCE:	
METHOD	DATE	RESULT	RELATIONSHIP/TITLE	SIGNATURE

REGULAR CLASS PROGRAMMING:

RECOMMENDED AREA	PERIODS PER DAY/WEEK	DATE INITIATED

RELATED SERVICES RECOMMENDED BY SBST/COH:

SERVICE	FREQUENCY	DURATION	PERSON RESPONSIBLE	DATE INITIATED

SUGGESTED ACTIVITIES FOR PARENT/CHILD AT HOME:

COMMENTS

BOARD OF EDUCATION OF THE CITY OF NEW YORK
HIGH SCHOOLS
INDIVIDUALIZED EDUCATION PROGRAM - PHASE II

Page 4A
Transcript Must
Be ATTACHED

STUDENT'S NAME_______________ OSIS #_______________ DATA BANK #_______________

SCHOOL_______________ ADDRESS_______________ SCHOOL DISTRICT_______

CLASS_______________ TEACHER_______________ DATE OF CONFERENCE_____

PARENT CONTACTS REGARDING IEP CONFERENCE:

METHOD	DATE	RESULT

PARTICIPANTS IN PLANNING CONFERENCE:

RELATIONSHIP/TITLE	SIGNATURE

REGULAR CLASS PROGRAMMING:

RECOMMENDED AREA	PERIODS PER DAY/WEEK	DATE INITIATED

RELATED SERVICES RECOMMENDED BY SBST/COH:

SERVICE	FREQUENCY	DURATION	PERSON RESPONSIBLE	DATE INITIATED

LONG RANGE EDUCATIONAL PLAN:

Revised each term
More than one can be checked
___High School Diploma Credit Program
___Partial H.S. Diploma Credit Program; Academic Development and Remediation
___Occupational/Vocational Education Program
___Basic and Life Skills

COMMENTS

CREDITS EARNED TOWARDS DIPLOMA AS OF ___/___/___:

RCT. REQUIREMENTS

AREA	GRADE	DATE
READING		
WRITING		
MATH		

TOTAL CREDITS_______________

TOTAL CREDITS NEEDED_______________

DIVISION OF SPECIAL EDUCATION
INDIVICUALIZED EDUCATION PROGRAM - PHASE II

AREA ____________________

PRESENT LEVEL OF PERFORMANCE:

ANNUAL GOAL ____________________

SHORT TERM INSTRUCTIONAL OBJECTIVES	METHODS AND MATERIALS	EVALUATION METHOD AND CRITERIA	CODE/DATE

AREA ____________________

PRESENT LEVEL OF PERFORMANCE:

ANNUAL GOAL ____________________

SHORT TERM INSTRUCTIONAL OBJECTIVES	METHODS AND MATERIALS	EVALUATION METHOD AND CRITERIA	CODE/DATE

AREA ____________________

PRESENT LEVEL OF PERFORMANCE:

ANNUAL GOAL ____________________

SHORT TERM INSTRUCTIONAL OBJECTIVES	METHODS AND MATERIALS	EVALUATION METHOD AND CRITERIA	CODE/DATE

STUDENT'S NAME ____________________ DATE ____________

CODE--M = Mastered
I = Inappropriate
NDA = Needs Different Approach

DIVISION OF SPECIAL EDUCATION
INDIVIDUALIZED EDUCATION PROGRAM - PHASE II
HIGH SCHOOL

Page 5A

AREA ____________________

PRESENT LEVEL OF PERFORMANCE:

ANNUAL GOAL ____

SHORT TERM INSTRUCTIONAL OBJECTIVES	METHODS	EVALUATION AND CRITERIA	CLASS ____________ ____________ CREDIT ____________ DOM ____________ CODE ____________

AREA ____________________

PRESENT LEVEL OF PERFORMANCE:

ANNUAL GOAL ____

SHORT TERM INSTRUCTIONAL OBJECTIVES	METHODS	EVALUATION AND CRITERIA	CLASS ____________ ____________ CREDIT ____________ DOM ____________ CODE ____________

AREA ____________________

PRESENT LEVEL OF PERFORMANCE:

ANNUAL GOAL ____

SHORT TERM INSTRUCTIONAL OBJECTIVES	METHODS	EVALUATION AND CRITERIA	CLASS ____________ ____________ CREDIT ____________ DOM ____________ CODE ____________

STUDENT'S NAME ________________________________ DATE ______________

CODE--M = Mastered
I = Inappropriate
NDA = Needs Different Approach

Task Analysis and Lesson Plans

Task analysis is the process the teacher uses to develop specific lesson plans from the short term objectives delineated in the IEP. Analyzing a task provides the teacher with a blueprint for teaching. It focuses the teacher's attention on a set of behaviors to teach. Lessons are planned to teach each of these behaviors. The teacher can measure the student's performance on each behavior and plan instructional sequences accordingly. If a student is having difficulty with a particular step in a sequence, the teacher can plan how to specifically instruct to that step.

Task analysis is the process of isolating sequencing and describing all of the essential components of a task. To analyze a task, one must break a skill down into small specific steps that can be taught individually to a student. It involves both listing and sequencing all the component tasks.

Every task consists of a series of steps that need to be learned before the task can be accomplished. For example, in order to hold a book, one needs to first learn to grasp objects, and in order to speak in sentences, one first needs to be able to make isolated sounds. Learning new skills depends upon the previous acquisition of pre-requisite skill or knowledge.

Guidelines for Task Analysis

- Identify the terminal behavior. What is it that the student will be able to do when s/he gets through with the series of tasks?
- Identify entry behaviors. List all of the skills a student must be able to do in order to begin learning the skill to be taught. For example, before learning to tell time, a student must be able to:
  - recognize numbers from 1-59
  - rote count from 1-59
    - count by 5's to 55
    - count by 10's to 50
    - discriminate between the size of hands of clock
- Identify and sequence steps leading to the terminal behavior. To do this:
  - do the task yourself

- list each step
- put the steps in order
- read the list of steps, do the task, and note whether any steps required to do the task have been left out
- devise a system to record and assess student performance

From IEP Objective To Lesson Plan Using Task Analysis

Example I

IEP Objective: Upon presentation of a picture, the student will dictate a four sentence sequence story in which the facts are arranged in correct time, order and sequence.

Maintask: Dictate a sequential story.

Evaluation: Four out of five times

Subtasks/Short-Term Objectives/Lesson Plans:

- The student will sequence ten, out-of-order, letters of the alphabet.
- The student will sequence four sentences which are out of order.

  Bill had cereal and milk for breakfast.
  Bill was awakened by the alarm.
  Bill went to school.
  Bill brushed his teeth.

- The student will sequence his own activities from the time he is awakened to the time he reaches school.
- The student will sequence the day's activities, from the time he gets to school until the closing bell.
- The student will orally sequence the events in a one paragraph story which is read to him.
- Upon presentation of a picture, the student will dictate a four sentence sequence story in which the facts are arranged in correct time, order and sequence.

Example II

IEP Objective: When given pertinent information, the student will write a business letter, using the correct format, to order an article of clothing.

Maintask: Write a business letter.

Evaluation: Passing grade or above for written English on practice PCT or RCT.

Subtasks/short-term objectives/lesson plans:

- When given four related sentences, the student will put them in sequential order.
- When given the required information, the student will be able to write a request for an article of clothing.
- The student will write the correct salutation for a business letter.
- The student will use the correct punctuation marks and placement marks and placement for a business letter salutation.

When planning lessons using the subtasks that have been established through task analysis, the data yielded from asking the following questions will be useful:

- What are the individual's preferred modalities (visual auditory, etc.)?
- What are the individual's preferred environments (working alone, in a quiet place, busy place, etc.)?
- What are the individual's preferred materials?
- What are the individual's preferred actions?
- What are the individual's preferred reinforcers?
- What are the individual's strengths?
- Who are the individual's preferred peers?
- What level of dependence does the individual demonstrate?

Special Considerations for the Severely Handicapped

The following behavioral techniques may be utilized to teach the sub-tasks necessary toward achieving the instructional objectives:

- Prompting is a method of giving cues or clues regarding the behavior that is expected. There are four types of prompts.

physical:	The teacher moves student through behavior which the student is to learn.
gestural:	The teacher uses hand, face, or body gestures to convey expected behavior.
verbal:	The teacher gives verbal statement as direction or cue to be followed or imitated.
visual:	Color coding or visual prompts can also aid a student in successfully performing a desired task.

  It is usually recommended to use more than one type of prompt at the same time. It is especially helpful to pair verbal prompts with either physical or gestural prompts initially.

- Fading involves a gradual decrease in the intensity of the cue or prompt which the student is responding to and either replacing it with a more subtle cue or prompt, or simply gradually removing the original cue altogether.

- Shaping involves rewarding any small steps in the direction of the goal in which the student is going. The teacher accepts and reinforces many small steps rather than expecting goal attainment on one trial. This is a method of successive approximations because the teacher must be observant and ready to reward approximations in the student's behavior which come closer and closer to the goal.

General Format for Lesson Planning

Every lesson should include:

Aim:	What skill or concept is your lesson going to emphasize? Does the aim relate to the objectives in the student's IEP?
Motivation:	How are you going to get the students interested in the lesson?
Procedure:	What steps are you going to take to develop the lesson? What are some key questions you are going to ask? What materials will you be using?
Summary:	What have you learned?

Follow-up: What activities will strengthen the objectives being taught? What homework you are going to give?

In the interest of streamlining the teaching process, it is possible to combine more than one objective in a lesson. It is also possible to teach a group lesson designed so that each student's objectives will be met.

GROUP OR CLASS PLAN (can be used for individual plan)

Area:

Weekly Objective:

Daily Objectives:

Monday

Tuesday

Wednesday

Thursday

Friday

Materials:

Evaluation Method:

Individual Progress

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
John						
Sue						
Jose						
Carlos						
Maria						

M - mastered
R - needs review
N - not mastered

Multicultural and Multiethnic Focus

Knowledge of the behaviors and values of different ethnic groups helps students enrich their personal and social lives.

Approaches/Strategies

- Topics on multiethnic and multicultural studies can be effectively incorporated in any of the curriculum subject areas.
- Focus on the ethnic and cultural diversity of the immediate environment, then move to increasingly more distant geographic areas.
- When focusing on a particular culture or ethnic group, include the relationship with other cultures.
- Emphasis should also be given to universal concepts. Have students find out, not only the differences, but things that are true for all.
- Develop on-going multicultural units, rather than isolated activities. Units allow better integration of subject areas and interesting classroom projects.
- Check the illustrations and story line of the materials you use for racism. Are minorities depicted exclusively in ghettos, barrios or migrant camps?
- Recognize that there are often more differences within a group than between two groups. If we recognize diversity among races, we must also recognize diversity within groups.
- Do provide an opportunity for minority students and students from the mainstream to interact in a positive intellectual setting on a continuous basis.

Sample Activities for Multicultural Education

Ethnic bulletin board:

- A bulletin board is decorated to represent the various cultures in the class. Include phrases in other languages (Good Day, Merry Christmas).

Dance/Song Festivals:

- Students learn dances and songs from different cultures.

Ethnic food fair:

- Students and/or parents prepare ethnic foods to represent their cultures.

Picture/Photography display:

- Encourage students to bring in or draw pictures from their previous homeland. Creative writing and/or story telling can accompany this activity.

Guess the language game:

- Students record on a tape recorder the members of their families speaking in their native language. Other students try to guess the "mystery" language.

Holiday Celebrations:

- Throughout the year demonstrate how other cultural groups celebrate their holidays. For example, have the students compare how the New Year is celebrated in various cultures.

Cultural learning centers:

- Set up learning centers (e.g., math, reading, writing, communications, science, etc.) revolving around a national theme that is represented in the class or the community. For instance, if the current national theme is Russia, the reading stories and creative writing tasks could involve Russian themes. Conduct role plays and group discussions to capitalize on personal experiences.

Pen-pal programs:

- Set up a pen-pal program with students from another country. Perhaps, one of the students in the class whose native language is not English can be the interpreter.

Selected Resources for Classroom Activities

The Library and Resource Center for Bilingual, Bicultural and Multicultural Education, 131 Livingston Street, Brooklyn, N.Y. 11201, 2nd floor.

The Information Center on Children's Cultures: a Service of the United States Committees for UNICEF, 331 East 38 Street, New York, N.Y. 10016, (212) 686-5522.

New York City Museums and Public Libraries (in all boroughs).

Borough Arts Councils (in all boroughs).

The Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, N.Y. 10017.

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Mainstreaming

Mainstreaming is the process of progressive inclusion of students with handicapping conditions into close contact and involvement with general education students. This requires what has been described as a renegotiation of boundaries between general and special education so that all students are provided with equal educational opportunities.

Participation of special education students with general education students can be divided into nonacademic school activities (e.g., assemblies, trips, lunch) and academic activities. Participation in mainstream academic activities must be specified on a student's IEP. It is expected that all students will be mainstreamed (except where specifically precluded on the student's IEP) into nonacademic activities.

Involving special education students with general education students at the most appropriate level for lunch, assemblies, trips, and special events, has potential for student improvement in the areas of social skills and social development.

Social behavior has been identified as a key factor in the acceptance or rejection of special education students by their classmates in general education. Social skills have been linked to successful adjustment in academic, vocational, and interpersonal areas. Thus, these nonacademic activities provide the opportunities in informal situations for special education students to observe other students, expand their range of role models, practice and test social skills, learn to evaluate feedback from other students, and increase their awareness of the effect of their personal behavior on others.

The success of involving special education students in these activities is linked to the climate and effectiveness of the school. The thrust of all mainstreaming efforts is toward a unified and cohesive school system for all students. In nonacademic mainstreaming activities, special education students become a part of the entire school as they participate along with all other students. This has implications for the school and for all staff members. The school community, when unified in support of goals of mainstreaming, becomes the milieu for promoting the social development of all students, handicapped or not. Administrative support, clearly demonstrated, is essential for such efforts.

- The special education teacher needs to plan actively to prepare students for mainstreaming. To accomplish this the following strategies may be followed:
  - Consider yourself a member of the school team, not only the special education team.

- Attend grade level meetings and actively participate in discussion about ways of involving special education students in broader school activities.

- Express interest in participating in assemblies, school events, etc. Offer your special skills.

- Offer your assistance to mainstream teachers in dealing with "difficult to teach students." Share your expertise and your ideas.

- Consult mainstream teachers regarding problems they may be able to help you with. Tap their resources.

- Find opportunities to have your students seen in a favorable light. Provide the vehicles for their talents and strengths to be noticed.

- Identify the skills and behaviors your students must acquire to succeed in the mainstream and carefully plan to teach them these skills. Consider them as important as academic skills and infuse these teachings in every activity of the day. As these behaviors are learned, find every opportunity to generalize them.

Implementation:

Group Mainstreaming

- With the consent of the principal, special education supervisor, and teachers, plan and implement group mainstreaming activities.

- When the special education teacher is arranging inclusion in a mainstream activity s/he needs to consult with the school personnel responsible for that activity. S/he needs to know the procedures and routines followed (i.e., seating plan, arrival time, etc.).

- The special education teacher needs to maintain open lines of communication with school personnel to be able to receive feedback regarding the students.

- See Chancellor's Regulations No. B-450 and Attachment #1.

Individual Mainstreaming

- Mainstreaming for an individual student may be initiated, where appropriate, by a request from a parent or any member of the interdisciplinary team.
- The interdisciplinary team meets and considers the student's
  - academic ability
  - emotional readiness
  - social skills
  - learning style and rate

  in order to make recommendations for general class placement.
- The teacher completes the Request for Permission to Mainstream form (at the end of this section) and submits it to the special education supervisor.
- The special education supervisor consults with the principal to select the regular class and teachers.
- A copy of the approved form is placed in the child's file. The decision is noted on the IEP with the parental approval.

Making Mainstreaming Work

Before recommending mainstreaming consider the following:

- Can the student transfer learning strategies and self management techniques to a mainstream setting?
- Can the student work independently in a larger group?
- Can the student attend to a forty-five minute lesson?
- Can the student establish peer relationships?
- Is it clear that the mainstream opportunity will benefit the student either socially or academically or both?

Prior to placement in a regular classroom:

- Discuss the student's strengths and weaknesses with the general education teacher.

- Determine the accepted level of academic and social behavior in the class, i.e., completion of daily homework assignments, active participation in committee work, remaining silent during instruction.
- Involve the student in the decision to try a mainstream placement.
- Provide the student with a description of expectations in the mainstream setting.
- Allow the student to express his/her concerns about moving into the mainstream, i.e., "Can I do it?", "What will I be missing?", "Will they laugh at me?", etc.
- Reassure the student about the support s/he will receive in the mainstream.

Following placement in a regular class:

- Adhere to prearranged communication schedule with the mainstream teacher.
- Regularly monitor student's progress.
- Keep parents informed of the student's progress.
- Evaluate the student periodically to determine the need to increase or decrease the mainstream activity.

Special Considerations

"Mainstreaming in reverse" is another type of mainstreaming experience. It is used primarily for severely and profoundly impaired students who are unable to participate in traditional mainstreaming programs. Pupils in regular classes volunteer to work individually with students with handicapping conditions in the following ways:

- instructional tutoring
- leisure art activities
- assistance during trips
- assistance during fire drills

Bibliography

Chancellor's Regulation No. B-450 - Full participation of Special Education students in school activities (3/17/82).

Division of Special Education, New York City Board of Education. Handbook on Mainstreaming: Non-Academic Activities. February 1982.

Request for Permission to Mainstream

Date Submitted to Supervisor

Student's Name______________ DOB_____ School_____________ Class____ Program_______

Date Admitted to Special Education ___________ Teacher_______________

Days Present in School Year_____ Days Absent to School Year_____

Academic Achievement

Reading Level________, Based On__________; Math Level______, Based On__________

(Description of Academic Functioning - Strengths and Weaknesses)

Math

Reading

Language Arts

Science

Social Studies

Art

Music

Behavioral Profile

Additional Comments

Recommended Mainstreaming

Curriculum Areas - Times Per Week   Curriculum Areas - Times Per Week

Signatures of Participants

Date Submitted to Principal by Supervisor_______________

Principal's Recommendation (including curriculum areas, days, times, mainstream teachers)

APPROVED

Signature of DSE Supervisor   Date   Principal   Date

3. TEACHING AND LEARNING STRATEGIES

Developing Critical Thinking and Problem Solving Skills Through Questioning

Selecting and Adapting Materials

Study Skills

Developing Critical Thinking and Problem Solving Skills Through Questioning

Teachers spend 70-80% of their teaching time asking questions. Questions are used to give directions, initiate instruction, create learning situations, correct misbehavior, evaluate learning and for myriad other purposes. Consequently, teachers must be aware of the quality of their questions and the level of intellectual activity the questions require from the students. In working with special education students, it is crucial for the teacher to employ appropriate questioning techniques that will enhance and motivate the students' critical thinking skills. Moreover, if students are to become self-directing, independent learners they too must learn how to question. The teacher's questions serve as their model.

Good Questions Stimulate Thinking

Good questions are:

- clear and purposeful
- stated in grammatically correct language
- related to the experiences of the students
- designed to encourage reflective and critical thinking
- related to instructional goals
- phrased to provide suitable guidelines for students to form meaningful responses
- stimulating so as to provide new ways of dealing with subject matter.

Types of Questions

- Cognitive-memory questions elicit facts, definitions and other remembered information.

  For example: "Does 5 x 5 = 25?"
  "When was Florence Nightingale born?"
  Answers to these questions require simple recall.

- Convergent questions require students to put facts together. Students may be expected to explain, state relationships, associate, compare and contrast facts.

  For example: "Why do plants grow towards the light?"
  "Why can't these 2 lines be made into a triangle?"

- Divergent questions permit more than one acceptable response. Their answers are not necessarily predictable. An example of a thought-provoking question is: "If you saw creatures from Mars how would you communicate to them that you mean no harm?" "How might our country be different today if we never had slavery?"

- Evaluative questions require students to judge, value, justify a choice or defend a position. These questions usually begin with the following:

  How do you feel about ...?
  What do you think about ...?
  Why do you think that ...?

Being aware of the functions of various types of questions enables the teacher to construct better questions. Teachers must continually analyze their questioning skills. Asking appropriate questions enhances the teacher's effectiveness.

Approaches/Strategies

- Avoid lengthy introductions before the question is asked.

Ineffective:	Today I am going to ask you a question that is really very interesting and I will be very surprised if you are not able to answer it. It really is very simple; here it is; now listen closely because I don't want to say it again. Now, who can tell us why the sick soldier refused to ask for help?
Effective:	This is an interesting question. Why did the sick soldier refuse to ask for help?

- Avoid the use of multiple questions all relating to one question.

Ineffective:	Why is the man in this picture similing? Would you be smiling if you had all your family with you around a beautiful dinner table? Why is the smile so big?
Effective:	Look at the picture and tell us why the man is smiling.

- Follow a question that is answered with a yes or no with one that requires a detailed response.

Ineffective:	Do you think that Mrs. Brown has a good reason for opening a bank account?

Effective: Do you think Mrs. Brown has a good reason for opening a bank account? Why?

- Avoid the use of vague questions.

Ineffective: What do you think of asking a policeman for help?

Effective: In what situations can a policeman be helpful to you?

- Avoid the use of questions that contain the answer.

Ineffective: After the doctor told Mrs. Brown that she was well, why was she so happy?

Effective: What do you think the doctor told Mrs. Brown that made her so happy?

- Avoid improperly worded questions.

Ineffective: In celebrating Columbus Day, we understand that Columbus' discovery was really great, why?

Effective: Why do we think of Columbus as a great man?

- The teacher should encourage students to analyze the responses of others.

Ineffective: Who agrees with John?

Effective: What would you add to John's answer?

Bibliography

Amidon, E. & Hunter, E. *Improving Teaching: The Analysis of Classroom Verbal Interaction*, New York: Holt, Rinehart & Winston, Inc., 1966.

Kids Have the Answers: Do You Have the Questions? (We can improve students' critical thinking skills by asking better questions. How? Five Teachers Show You the Way.) *Instructor*, November 1980, pp. 65-68.

Saunders, N. M. *Classroom Questions: What Kinds?* New York: Harper & Row, Publishers, 1966.

Stevens, R. *The Questions as a Measure of Efficiency in Instruction*. New York: Teachers College, Columbia University, 1912.

Selecting and Adapting Materials

Students spend a major portion of their day using commercially prepared instructional materials. Prior to ordering materials the following questions should be considered:

- Is the material significantly different from other materials now available in the classroom or school?
- What are the instructional objectives or educational goals of the material? Do these objectives and goals correspond with those of the appropriate curriculum area?
- Are the concepts and skills organized sequentially? Does the content provide for adequate skills practice? Can the student's progress be measured?
- Does the material allow flexibility for individual differences? Can a number of students in each class use the material?
- Is the material motivating? Is it designed and presented in an attractive, durable, clear format?
- Is the spacing, printing and vocabulary appropriate for your student's grade level, age and reading ability?
- Do you, as the teacher, have enough basic information from the instructions or teacher's guide to effectively use this material? Is in-service training necessary?
- Are the instructions for the students clear? Can the material be used independently by the students (self-directed and self-correcting)?
- Do the illustrations or graphics enhance the instructional objectives?
- Are the vocabulary and illustrations free of racial, cultural and sexual sterotyping?
- Is the quality of the material, both content and construction, commensurate with the cost?

After materials are selected, they may need to be adapted to the particular learning styles of students. While the content of the material may be valid, its presentation may need alteration. The teacher must first identify which attribute of the material needs revision.

The following suggestions have successfully been used by special education teachers:

- If the worksheet or page presents too much information and is distracting, decorative borders and/or unnecessary illustrations may be removed or covered.
- Transfer questions or problems to separate pages or index cards to use for individual instruction.
- Cut heavy paper, such as oak tag or cardboard, to make a picture frame or window to isolate items.
- Use a paper strip to underline sentences being read.
- Highlight or color-code key problems, words or sentences to refocus the student.

If the material does not provide sufficient practice to reinforce concepts:

- Cover worksheets with clear contact paper or acetate so they can be reused.
- Check teacher's guide regarding suggestions for supplementary activities.
- Introduce activities that present the concept in a different format to stimulate interest (i.e., orally computing multiplication problems by rolling dice as contrasted to a paper and pencil task).
- Check damaged, out-dated, or partially-used workbooks and readers. Remove pages that would supplement instruction.
- Create a file of separate worksheet activities or handouts by behavioral objective or reading level. These materials can provide additional practice or review.

If a page or section of the material presents an irrelevant or uncovered skill area:

- Cover problems or questions that are identified as not being relevant to the skill being reinforced.
- Cut sections from a page and present only those that are pertinent.

- Draw lines between rows or problems. Highlight a page with a red line or write STOP to indicate where you want the student to stop the assignment.

If manipulating the material, or components of the material, is difficult for the student in terms of physical coordination:

- Place felt on the desk so materials, such as Cuisenaire rods, do not slip.
- Secure worksheets to a clipboard or tape the paper to the desk.
- Place small pieces such as dice, chips, puzzle parts in the lid of a large box.
- Enlarge pencil grips with a wrapped rubber band or adaptor.
- Raise lines of primary writing paper with white liquid glue or tape to create a tactile boundary.
- Indicate directionality on worksheets, cards and other instructional materials with color marks or designs.
- Make worksheets more durable by mounting them on cardboard and covering them with clear contact paper.
- Use large grid graph paper to help a student organize or structure work assignments.

Study Skills

Learning is an active process that requires student involvement and participation. Study skills are essential for student learning. Students must learn how to locate, process, organize, summarize and use information. They need to learn to plan, implement and evaluate their learning strategies for success in life, as well as in school.

Approaches/Strategies

Study skills are taught as part of every lesson. Listed below are basic study skills and teaching suggestions.

- Processing information requires distinguishing between facts and opinions, facts and inferences, relevant and irrelevant arguments and warranted and unwarranted generalizations.

- Identifying cause and effect relationships and errors in reasoning as well as formulating valid conclusions are also required.

- The use of probing questions develops processing skills that lead to valid judgments. See section "Developing Critical Thinking and Problem Solving Skills Through Questioning."

- Students need to be taught to attend to important features of oral communication. They need to be able to identify information to be used at a later time. Procedures for organizing and storing information for future retrieval also need to be taught.

- Students need to be taught how to extract information from written material and answer questions about its content.

- Critical and creative reading requires the student to read with a purpose, adjust his/her speed to the purpose and type of material being read, and relate what was learned, to solve problems or generate new thoughts and ideas.

- Note-taking requires selecting the major from the minor points, deciding what is worth recording, and condensing and rephrasing material accurately.

Each curriculum area has specialized study skills that require instruction. For example, mathematics requires the following:

  - reading to visualize or grasp the problem presented
  - rereading to note specific facts
  - identifying new concepts and/or terminology and seeking assistance
  - selecting the operations to be used and planning the solution
  - finding an answer and checking the process chosen for appropriateness

- When students are given textbooks containing a table of contents and index, instruction of their use is required.
- Locating information requires using indexes, headings, tables of contents, and dictionaries. Upon mastery, the use of more complex materials, such as encyclopedias, almanacs, thesauruses, and atlases can be planned for and implemented.
- Writing requires the student to select a topic, determine the purpose for writing, develop questions, research the topic, develop an outline and then start writing. Rewriting successive drafts culminates the process.
- Organizing, summarizing and using information require outlining, extrapolating relevant data, writing reports, essays, critical reviews and research reports. Test-taking and oral presentations also require amassing, organizing and summarizing information.
- Building confidence in taking tests and learning how to take essay, true false, multiple choice, cloze and matching tests require repeated practice.
- Instruction in the use of school and community libraries is crucial in the development of study skills.

The special education teacher will find detailed, specific suggestions for teaching study skills as an integral part of the curriculum in most curriculum guides, teacher's editions of textbooks, and professional journals. Teaching study skills is as important as teaching the content of a subject area. Students who have acquired study skills are students who have learned how to learn.

4. CURRICULUM

- Minimum Teaching Essentials
- Communication Arts
- Reading
- Mathematics
- Adaptive Physical Education
- Bilingual Education
- Career Education and Life Skills
- Creative Arts
- Science
- Social Studies

Minimum Teaching Essentials (MTE)

Instruction in the schools of New York City is guided by the Minimum Teaching Essentials Grades K-9 (MTE), a summary of the minimum content that must be covered within each curriculum area. The decentralization law (New York State Education Laws, Article 52, paragraph 2590.h) mandates that the Office of the Chancellor "promulgate minimum educational standards and programs throughout the city district." The Minimum Teaching Essentials Grades K-9 is an outline of what must be taught in content and basic skills for each grade level in all curriculum areas. In the introduction, it is explained that "the purpose of this document is to provide administrators, teachers, parents and other members of the educational community with a comprehensive resource which identifies, within all disciplines, the basic body of knowledge and skills to be taught at each grade level." The MTE is, as its title indicates, a statement of the minimum scope and sequence of New York City curriculum, and those responsible for its implementation are expected to enrich and extend it. It provides a foundation of uniform curriculum expectations to be met in a city with high pupil mobility.

The MTE is used as a curriculum base for special education classes in New York City to assure that special education students receive a well-rounded background in all subject areas. The use of the MTE into general education classes makes possible the mainstreaming of special education students and a smooth transition when the special education student returns to the general education program.

Though it lists the skills and knowledge that should be mastered, the MTE does not provide methods or approaches. The MTE is implemented by the special education teacher through creative teaching and manipulation of the variables that effect the learning process. For example, tangible materials, such as Cuisenaire rods, are used to support instruction in mathematics and textured maps are provided for visually limited students studying geography. Each teacher should refer to general and special education curriculum bulletins for teaching strategies to convey facts, ideas and concepts to his/her students. The special education student is capable of understanding the concepts of the MTE if they are presented to him/her in a manner compatible with his/her individual learning characteristics. To establish this match, adaptations can be made. Examples of such adaptations are:

- adjusting the amount of time for completion of a task
- modifying note-taking procedures

- using audio tapes for reinforcement
- relating the concepts being taught through life experiences, or "hands on" activities

General education bulletins are obtained within the school or Board of Education Publication Sales Office at 110 Livingston Street.

The Division of Special Education Curriculum Development Unit has assembled supportive activity guides and handbooks for the special education teacher. These include: social studies, cloze, science, physical education, and socialization. Curriculum guides for specific Citywide Programs are available through the program supervisor, e.g., Track IV, Center for Multiple Handicapped Children, Autistic, etc.

Communication Arts

Language is the medium used for the development and communication of ideas. Acquiring skill in the daily use of language is basic to the ability to live in an ever-expanding world. By thinking and expressing feelings, knowledge is built, appreciation is developed and experiences are shared.

The special education teacher may encounter a wide range of learning styles, interests, and levels of proficiency in one class. Students may have difficulty listening and understanding, following directions, speaking clearly and expressing themselves in a cohesive manner. They may also have difficulty understanding the vocabulary and structure of content area material.

Speaking and listening are often thought of as primary expressions of language that are learned naturally; reading and writing are considered secondary and therefore, require formal instruction. Many handicapped learners need instruction in both. Listening, speaking, reading and writing should be taught in interrelated patterns. The special education teacher should provide enthusiasm for language, expose students to richness in vocabulary and develop in them, an ear for the music of language. A communication arts program can be fostered through a rich, varied and multi-level language environment.

Approaches/Strategies

Listening

Listening can be either attentive, appreciative or background. Attentive listening is required to follow directions, to learn and to converse. Appreciative listening requires less concentration and is utilized to enjoy a story, poem or music. Background listening requires the least attention. It might occur when the radio is played and the class is engaged in other activities.

The special education teacher plays a vital role in developing students' listening skills and sets the best example by:

- demonstrating attentive listening habits when students talk
- not repeating statements or questions which, while intended for reinforcement, actually breeds poor listening habits

- lowering his/her voice rather than raising it to get the class' attention
- providing a classroom atmosphere conducive to good listening; i.e., relaxed, quiet, free from distractions
- providing many situations in which students must listen to each other
- capitalizing on the moments which arise in all curriculum areas to secure and reinforce good listening.

The following suggestions will help the special education teacher in accommodating students with receptive language problems.

- Whenever possible, ask short questions that will allow students to think rather than repeat rote answers. Elaborate interrogation will leave him/her confused as to what is expected.
- Segment directions into specific steps allowing the child enough time to process what is being said without having to retain too much information at one time.
- Do not walk around the room giving directions. The distraction of having to turn to follow leads to the loss of direct auditory input and reduces the effectiveness of the communication.
- Seat the student close to the source of instruction so that s/he can profit from all avenues of input, auditory as well as visual.
- Provide for reinforcement of basic skills. In some areas of learning, drill and overlearning are the only way the student will master fundamentals.
- Prepare the student for shifts in learning. S/he may not shift gears readily; i.e., when the class has moved on to math, his/her mind may still be on social studies.
- Students may not see how present learning relates to past learning. Help them make generalizations.
- Preteach new vocabulary in science and social studies.

Non-verbal Language

Studies have indicated that non-verbal language may convey more than 70% of the message being given. Handicapped learners are often inept at interpreting and expressing non-verbal communication signals. The special education teacher can instruct the students by interpreting moods, emotions and tones of voice and by using a Poloroid camera, filmstrips, television, instructional photographs and tape recorded conversations. Non-verbal communication skills can be developed in conjunction with poetry reading, pantomime and drama on all levels.

Oral Communication

Oral language develops best in an atmosphere of mutual respect, wide tolerance for language limitations, and recognition of the value of ideas, however poorly expressed. Provision is made for all students to contribute and participate as well as to experience the satisfaction of having their ideas considered worthy of discussion and possible acceptance.

The focus of the following suggestions is the reduction of anxiety in a speaking situation so that oral language can develop. The teacher should:

- Give the student plenty of time to respond. If s/he seems to be having difficulty, say, "Do you mean...?" and not "I do not understand."
- Resist the temptation to say, "Slow down," "Think before you speak," etc., since this will interrupt communication and reinforce his/her feelings of inadequacy as a speaker.
- Provide clues when word retrieval is a problem. Don't just say the word. For example, if the student is searching for the word ball, the teacher can provide a hint by saying the initial sound: "Is it a b...?"
- If the student loses a train of thought, help him/her to get back on the track with careful questioning.

Conversation and discussion are particularly important because they are the most frequently used forms of oral expression in communication, involving exchange and interaction among those participating. Satisfactory participation in discussion encourages thoughtful review of individual and group experiences. The special education teacher is challenged to create an environment in which conversation and discussion occur naturally. The following suggestions are helpful:

- Develop the concept of conversation as a two way process of speaking and listening and the most frequently used mode of communication.
- Establish a classroom climate and control in which students feel free to converse when it is appropriate, to clarify their thinking on what they have seen, read, or heard.
- Guide development of a code of standards for holding classroom conversations; i.e., one person speaks at a time.
- Show approval of student efforts to control random conversation, but be aware that pupils may need frequent reminders and evaluations.
- Encourage free interchange of ideas within groups, between yourself and small groups.
- Find time during the day to converse with individual students on matters of personal concern.
- Guide the formulation of clear-cut pertinent questions; record suggestions and questions on the board.

Writing

Students can write when they feel a drive to communicate with others through writing, and when they understand that written symbols represent meaning. Students in special education classes need extensive exposure to language, sequential instruction and a classroom atmosphere that fosters the courage to risk self exposure through writing.

The special education teacher plays a vital role in developing students' writing skills by:

- Encouraging students to experiment with words and syntactic structures.
- Praising students for what they have done and/or attempted.
- Guiding students in editing and proofreading and to think of writing as involving more than one draft.
- Being aware that the errors students make often reflect growth.
- Showing interest primarily in the content rather than the mechanics of written expression.
- Giving students the opportunity to write every day.
- Using his/her frequent written communications to the students to serve as a model of clear, concise writing.

Although the communication arts are an integral whole, teachers must plan lessons which focus on one aspect. If the main objective of the lesson is listening, students must be given the opportunity and time to listen. If the main objective is oral communication, they must have time and opportunity to speak. If the main objective is fostering written communication, students must write.

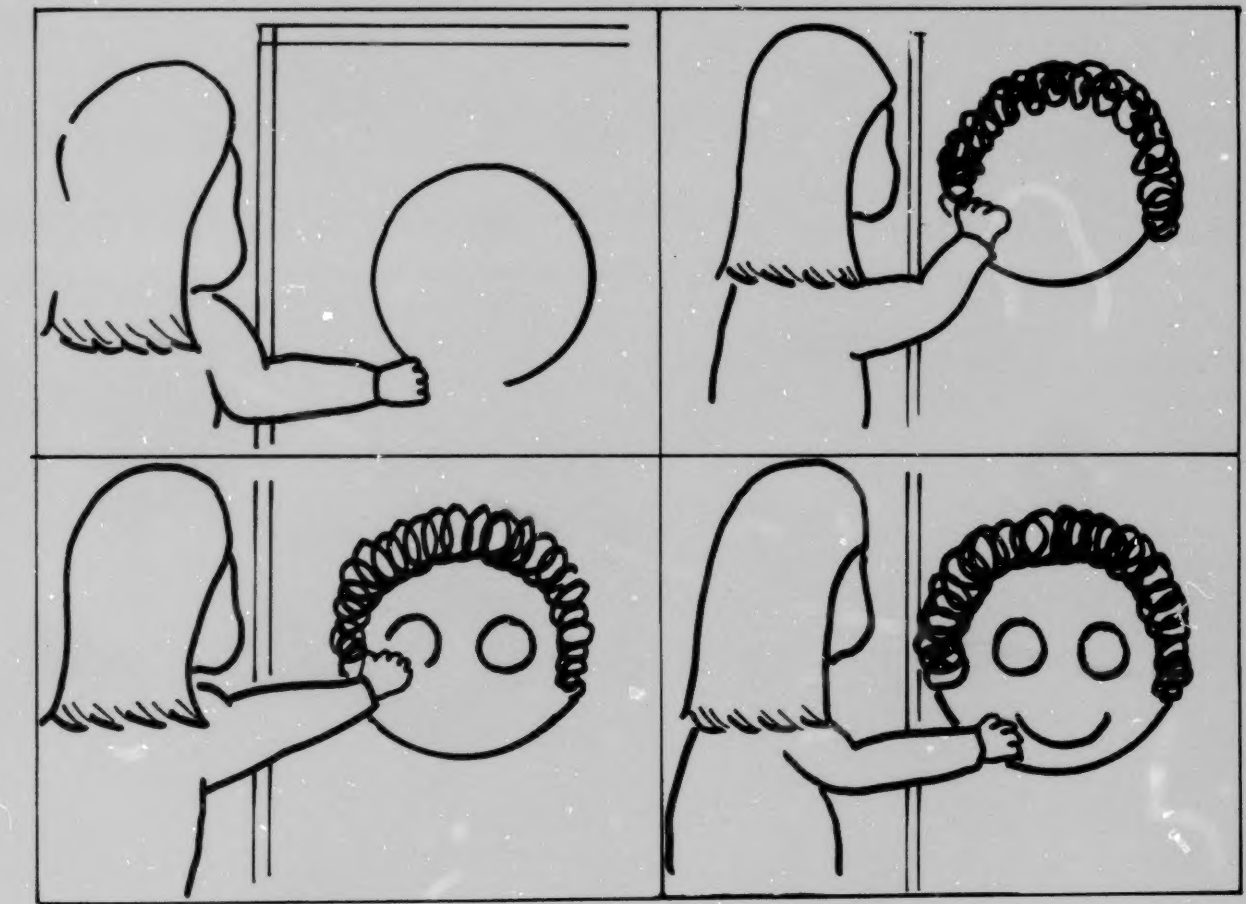
Activities	Material
Participating in games, rhythms, song plays, creative dramatics.	Rhythm instruments, song books, plays, costumes, puppets marionettes, masks, stick figures.
Interacting in conversation, discussion, and telephoning.	Real/toy telephones, "situation" cards.
Retelling stories, reciting poems; comparing, completing, and composing stories.	Anthologies, biographies, fables, story starters, flannelboard.
Following and giving directions, explanations, informal reports, dictating.	Cookbooks, recipes, newspaper, board games, content area books and materials, tape recorder.

Activities	Material
Watching, listening and/or interpreting pictures, filmstrips, recordings, radio television.	Magazines, photographs, filmstrips, projector and screen, records, cassettes, radio, television, computer and programs.
Selecting and organizing experiences for sharing through drawing, dramatizing, telling or writing.	Arts and crafts materials, scrap paper, tape recorder, stage, bulletin boards, public address system, megaphone.
Writing notes, friendly letters, greeting cards.	Stationery, pens, pencils, postcards, stamps.
Writing such factual materials as labels, signs, titles, records, work charts, reports.	Pre-cut letters, crayons, markers, paint, oaktag, newsprint, chartroll.
Using the classroom, school and public library.	Books, library cards, trip consent forms.
Keeping personal logs and journals.	Notebooks, pens, sharpened pencils, timer.
Participating in word games and experiences with dictionaries.	Scrabble, Ad-Libs, Word Searches, crossword puzzles.
Singing, chanting, imitating language patterns demonstrated by the teacher; practicing them in games and oral activities.	Records, tapes, teacher-made tapes, choral-speaking selections.
Composing sentences in appropriate patterns.	Lined paper, wipe-off cards, pencils, grips, workbooks, lists of spelling words.
Learning and using manuscript and cursive handwriting, spelling, capitalization, punctuation.	Teacher made "charade" suggestions, photographs, magazine pictures, "wordless" picture books, film strips, comic strips.
Identifying, interpreting and using body language and facial expressions to convey meaning.	

Sample Lesson Plan I

Readiness Level

Aim:	To generate an oral and written story based on four sequential pictures.
Motivation:	Have a student come to the front of the room. Ask the students to look at his/her face and tell what they see. (Hair, eyes, round face.)
Procedure:	Give each student a strip of the picture below. (These can be copied on rexograph master by placing the master under the picture and tracing.) Under each picture provide lined space for writing.



Have students look at each picture carefully.

Relate them to the main idea. (A student is drawing a picture of a face.)

Generate descriptions and write these words on the chalkboard (curly, hair, circle, eyes, mouth, round).

Ask each student to tell what happens first, next, after that, and at the end.

Have each student construct orally a descriptive sentence for the first picture.

Have the students write the sentence in the space provided; the teacher will give assistance as needed.

Continue as above with the three remaining pictures.

Provide a 2nd and/or 3rd ditto for any student who wishes to correct or change his/her first draft. (In addition, provide ample scrap paper for students.)

Summary: Have each student read his/her writing to a buddy.

Follow-up: Publish all papers. (Display on bulletin boards, make a part of a student's own book of writings, include in a class/unit newspaper.)

Provide similar materials for further practices in writing.

Sample Lesson Plan II

Elementary Level

Aim: To encourage the logical and sequential oral expression of thoughts and ideas using improvisation of a known story (i.e., The Boy Who Cried Wolf).

Motivation: Using your voice, face and body language, read or tell in appropriate dramatic fashion, "The Boy Who Cried Wolf" from Aesop's Fables. (A filmstrip and record of the story are available from WASP Filmstrip Series, Palmer Lane West, Pleasantville, N.Y. 10570.)

Procedure: Have the students recall the characters in the story while you list them across the board as headings.

Ask the students questions to generate the actions, character traits, emotions, dialogue and mannerisms to be placed under each of the headings.

Have volunteers retell the story in sequence.

Divide the story into logical scenes. Outline each scene on the board.

Begin with the first scene; decide which characters appear in it and ask for volunteer actors to give the first performance of the scene.

Have the actors refer to the outline and improvise the action and dialogue.

Do the same with the other scenes.

Lavishly praise the actors for their efforts. Have the students discuss as a group, ways to improve the improvisations referring to the material generated on procedure #2.

Summary: Make a tape recording of one or more scenes for future reference.

Note: Students should have had extensive experience with less complex improvisational scenes before exposure to this type of lesson. For example:

> You are in an elevator. It stops between floors and you cannot get the door open. Discuss what to do. What happens?

THE BOY WHO CRIED, "WOLF"

Day after day, a boy tended a flock of sheep in the hills above his village. One day, just to cause some excitement, the boy ran down from the hills shouting, "Wolf! Wolf!"

A baker, a shopkeeper and the mayor came running with sticks to chase the wolf away. All they found was the boy, who laughed at them for their pains.

Seeing how well his trick worked, the boy tried it again the next day. Again he ran down from the hills shouting, "Wolf!" Again the people ran to his aid in vain.

But the day after, it happened that a wolf really came. The boy, now truly alarmed, shouted, "Help! Come and help me! The wolf is killing the sheep!"

But this time the mayor said, "He won't fool us again with that trick!" The people paid no attention to his cries and the wolf destroyed the entire flock.

When people saw what happened to their sheep, they were very angry. "There is no believing a liar," the baker, shopkeeper and mayor said, "even when he speaks the truth!"

Sample Lesson Plan III

Intermediate Level

Aim: To develop the ability to organize given written material into logical and sequential paragraphs.

Motivation: Give students a copy of a disorganized paragraph to read silently. Then have a student read it aloud. (See the first sample ditto.)

Procedure: Ask the students to determine the main ideas of the selection (there are two main ideas).

Decide with students which two sentences could serve as topic sentences (sentence #1 and sentence #9).

Distribute the second ditto.

Provide scissors and have the students cut the sentences apart. Then have them place sentence #1 on the left side of their desks and sentence #9 on the right side as topic sentences for the new paragraphs.

Have students place the remaining sentences under the appropriate topic sentence. (Teacher will assist students to correct errors by requiring them to substantiate their choices.)

Utilizing the "New York City" paragraph, rearrange the sentence strips into logical sequential order as a whole class activity.

Independently, students will do the same with the "South Carolina" paragraph.

Summary: Students will copy the first paragraph into correct paragraph structure. The second may be completed for homework.

Follow-up: Do similar lessons with other jumbled paragraphs.

Use student's writing as material for paragraph reorganization.

Sample Ditto

(1) Last summer, my cousin from South Carolina visited me in New York. (2) At the end of her visit, my cousin said, "We did many interesting things together in the "Big Apple." (3) The third night, I took her to a Yankee vs Red Sox game at Yankee Stadium. (4) One afternoon, I was picking blueberries and fell. (5) Each morning after eating, we went fishing in the creek. (6) In the afternoon, we went to the Museum of Natural History and saw dinosaurs. (7) Before breakfast the next day, we had to milk the cows and gather the eggs. (8) My cousin loved her first ride on the subway. (9) This summer, I visited my cousin in South Carolina. (10) On my last day there, we helped my uncle deliver a new calf. (11) I woke up the next morning with a bad itch and found that I had poison ivy. (12) Then we went to the top of the Empire State Building and bought a King Kong post card. (13) The first morning, we visited the open-air art show at Greenwich Village. (14) I arrived there tired but the crickets kept me awake all night. (15) That is why we rode the subway to visit many places.

Sample Ditto

1. Last summer, my cousin from South Carolina visited me in New York.
2. At the end of her visit, my cousin said, "We did many interesting things together in the "Big Apple."
3. The third night, I took her to a Yankee vs Red Sox game at Yankee Stadium.
4. One afternoon, I was picking blueberries and fell.
5. Each morning, after eating, we went fishing in the creek.
6. In the afternoon, we went to the Museum of Natural History and saw dinosaurs.
7. Before breakfast the next day, we had to milk the cows and gather the eggs.
8. My cousin loved her first ride on the subway.
9. This summer, I visited my cousin in South Carolina.
10. On my last day there, we helped my uncle deliver a new calf.
11. I woke up the next morning with a bad itch and found that I had poison ivy.
12. Then we went to the top of the Empire State Building and bought a King Kong post card.
13. The first morning, we visited the open-air art show at Greenwich Village.
14. I arrived there tired but the crickets kept me awake all night.
15. That is why we rode the subway to visit many places.

The correct sentence order for the reorganized paragraphs are:

Paragraph I: Sentences 1, 8, 15, 13, 12, 6, 3, 2.

Paragraph II: Sentences 9, 4, 14, 7, 5, 4, 11, 10.

Special Considerations

Communication

Students with severely limited verbal expression may be aided through the use of:

- communication board
- written symbols (e.g., Bliss System)
- typewriter
- sign language

Writing

If a student has difficulty writing, the teacher may try:

- splinting the student's hand or wrist to hold a pencil
- teaching the student an alternative grasp
- providing pencil holders
- using lapboards for use in a wheelchair
- providing felt-tip pens instead of crayons

Other alternatives to writing may include:

- recording responses (spelling, stories, etc.) on a tape recorder
- dictating responses to another student
- using a typewriter with adaptations provided by related agencies
- pointing to the answer
- having a fellow student take notes using carbon paper

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Reading

Reading is a very complex skill. It must be built slowly and carefully, allowing time for each part to be thoroughly learned. No one strategy will teach a student all s/he needs to know, nor will it teach all students the same thing. Although reading is generally thought of as a visual process, the use of methods which bring into play the senses of sound, smell, taste and touch are crucial in producing efficient and effective readers among handicapped learners.

Every special education teacher is a teacher of reading and is challenged to become a diagnostician, a reading clinician, a gatherer of resources, materials, information and methodologies pertaining to reading. S/he can build a reading program upon a strong foundation of receptive and expressive language. The section on Communication Arts in this handbook is a good starting point.

An efficient and effective reader is a student who has achieved a satisfactory level of development in his/her reading abilities, skills, interests and tastes as indicated by the following:

- The essential techniques of word identification and recognition will have been mastered.
- Vocabulary growth will be age-appropriate and on-going.
- Literal, interpretive and critical comprehension will enable the reader to evaluate and acquire knowledge.
- A high degree of proficiency in the basic study skills will have been achieved.
- The student will be able to change his/her reading style (e.g., skim, peruse, scan) and rate according to purposes and materials.
- S/he will have acquired the expectation that what is read is understood.
- Reading interests will be many and varied and used extensively to satisfy his/her needs.
- The level of the student's oral reading will enable him/her to convey knowledge and give pleasure to others.
- S/he is ready to meet the challenges in school and life to increase and expand reading skills.

Approaches/Strategies

The special education teacher can structure the reading program for students by:

- Providing more than the average amount of instruction, reinforcment and practice.
- Insuring success by adjusting instruction to learning capacity, level and rate.
- Recognizing and planning for (utilizing the IEP) the student's differing learning modalities and styles.
  - Reinforcing instruction by writing (chalkboard, notes) for the visual learner.
  - Enunciating clearly and correctly for the auditory learner.
  - Providing tactile/kinesthetic experiences for the student who requires this modality.
- Developing classroom climate (using praise, acceptance and warmth) which encourages risk-taking, peer-support and enhanced self-esteem.
- Providing a rich and varied reading environment.

  Stocking the classroom and displaying books, magazines, posters, pamphlets, flyers, journals, etc.

  Creating vibrant, attractive and frequently changed bulletin boards that say "Read Me."

ACTIVITIES	MATERIALS
Labeling objects, learning stations, bulletin boards, property ("Mary's Desk," etc.)	Oak tag, markers, crayons, tape.
Displaying charts ("Class Rules," "Weekly Schedule")	Lined chart-roll
Recording stories or reports created by the students	Chalkboard, charts, journals, class newspapers, tape recorder, appropriate writing implements

Reading, rereading and sharing writings ("Young Authors' Party")	Bulletin boards (stationary and moveable), class newspaper
Using concrete objects to reinforce letter-sound relationships and whole words	Familiar objects (fruit: orange--sound of "O")
Using appropriate tangibles to reinforce letter-sound relationships and whole words through the senses (taste and smell)	Foods (apple, carrot) "Scratch and Sniff" stickers, flowers
Constructing and using picture dictionaries	Pictures, paper, scissors, glue, etc.
Instructing students to find root words, understand variant forms, utilize prefixes, suffixes and phonic clusters	Basal series (teacher's edition), phonics workbook, teacher made and commerical kits
Teaching students how to use context, referents, cohesion, mood and tone of reading selection to foster vocabulary growth	Materials written in cloze format persuasive writing and materials containing new vocabulary
Infusing figurative and idiomatic language into lessons to foster vocabulary growth	Poetry, fables, plays, current "slang"
Asking probing questions whose answers students must justify	Basal series, teacher-made materials, kits, workbooks

Instructing students how to locate and use sources of information and interpreting related pictures, tables and graphs	Dictionaries, encyclopedia, atlases, newspapers, almanacs, thesaurus
Rehearsing and reading orally, favorite selections while attending to proper phrasing, rate and timing	Favorite selections marked with appropriate pause points, phrase cards, timer, tape recorder, audience feedback
Creating and participating in card and board games	Commerical and class-made games

CLOZE

The cloze procedure is a method for systematically deleting words from a prose passage to evaluate the reader's ability to supply those words based on his/her understanding of the content. The procedure is a technique which offers practice and reinforcement of reading skills which include vocabulary, word attack, comprehension, and understanding of nouns, verbs, adjectives, and adverbs.

The New York State Board of Regents requires students to pass a test, The Degrees of Reading Power, to obtain a high school diploma. This test of basic competency in reading, and other statewide reading tests (Pupil Evaluation of Progress: PEP) are based on the cloze technique.

Although all handicapped students must pass the New York State Tests of Reading Competency, the Degrees of Reading Power, to receive a high school diploma, testing modifications are permitted. Review the section on Test Procedures in this manual, as well as the COH/SBST section discussing the IEP for clarification of these modifications.

Sample Reading Passage from Degrees of Reading Power Test

Bridges are built to allow a continuous flow of highway and railway traffic across water lying in their paths. But engineers cannot forget the fact that river traffic, too, is essential to our economy. The role of _____1_____ is important. To keep these vessels moving freely, bridges are built high enough, when possible, to let them pass underneath Sometimes, however, channels must accommodate very tall ships. It may be uneconomical to build a tall enough bridge. The _____2_____ would be too high. To save money, engineers build movable bridges.

1. a) wind b) boats
c) weight d) wires
e)experience

2. a) levels b) cost
c) standards d) waves
e)desk

Cloze Procedures: A Special Education Teachers Manual is a handbook jointly prepared by the Division of Special Education Curriculum Development Unit and the Division of Curriculum and Instruction. Sample lesson plans are provided in the manual.

Sample Lesson Plan I

Readiness Level

Aim: To identify pictures that are alike or different based on concrete experiences.

Motivation: Place five apples, one pear, one tomato, one orange, and one carrot in a large bag. Have the students sit around a table and ask each student to take one object from the bag and place it on the table.

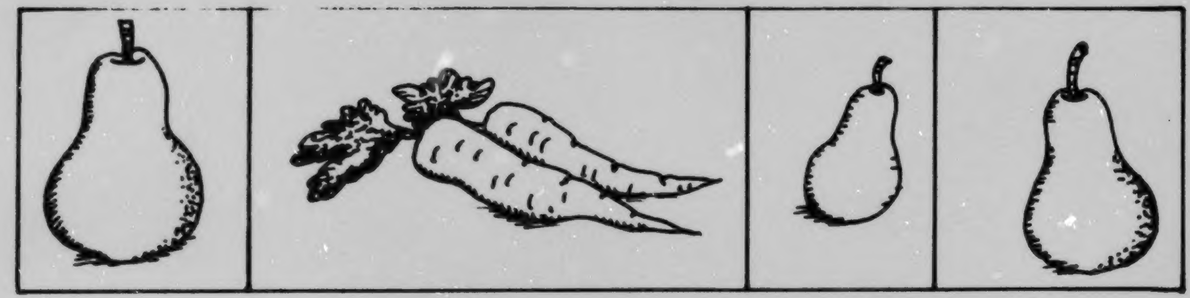
Procedure: Give 2 objects to each student. Ask, if are they alike or are they different?

Have each student take 2 objects from the table that are alike.

Have each student take 2 objects from the table that are different.

Repeat the above using picture cards for each object.

Summary: Provide strips of pictures (sample below) so each student can circle the pictures that are alike and the one that is different with an X.



Follow-up: Repeat the lesson if mastery is not attained with other objects and pictures.

Repeat the lesson with pictures only.

Sample Lesson Plan II

Elementary Level

Aim: To teach auditorially deficient students to recognize and verbalize long vowel, silent e clusters (e.g., ade, ame).

Entering Behavior: Students know letter/sound relationships of all consonants.

Motivation: Hold up Drakes Cupcake box which has had the "ake" cut out from the words "Drake" and "Cupcakes." List on the chalkboard or a chart the following clusters: ade, afe, ake, ame, ape, and ate. Tell students that if they succeed in finding the letters (i.e., cluster) missing from the box they will receive a cupcake at the end of the lesson.

Procedure: After the "ake" cluster is identified pronounce the cluster for the students holding the "ay" sound at least two seconds and strongly emphasizing the "ke" sound.

Have several students mimic the way you enunciate this cluster as you point to it. (Model the exaggerated enunciation several more times if necessary)

Ask students how many sounds they hear. Elicit "ay" and "k" - two sounds.

Point out that the "e" in the cluster has no sound of its own but that it does have a special job to do. It makes the "a" say its own name.

Point out the letter "a" in ake. Ask a student to say the name of the letter. Then aks him/her to tell how the "a" sound in the cluster.

Have the student recall verbally that the "e" at the end tell us that the letter "a" sounds just like its name.

Have a student choose another of the clusters on the board and sound it out. Remind him/her to exaggerate each sound. (Teacher will model the exaggerated enunciation.)

Repeat steps 5 & 6 with the cluster and then do the same with all the other clusters listed.

Sample Lesson Plan III

Intermediate Level

Aim: To determine the main idea of a selection which is an important subskill of interpretive comprehension and to broaden reading interests.

Motivation: Show the class the front page of a newspaper. Ask "What is written in the largest print?" (Headlines) "What is a headline?" (Main idea of the story) "Why is it important to read headlines?" (So we may decide whether or not to read the story)

Procedure: Cut three related stories from a newspaper and remove the headlines. Students must be able to decode stories with 90% accuracy. Teach vocabulary if necessary.

Number each story 1, 2, 3. Label each headline A, B, C.

Replace each headline incorrectly.

Duplicate the stories so that each student has a copy.

Ask the students to read the stories silently.

Have the students cut off the headlines and match them with the appropriate stories.

Tally the responses on the chalkboard.

Ask the students who have matched Headline A with different stories to substantiate their choices.

Through probing questions, attempt to have the students reach a consensus which places the headline correctly.

Continue with headlines B and/or C.

Point out a cluster at random and ask a student to pronounce it in exaggerated fashion. (Model as necessary.)

Have 2 or 3 students (one at a time) sound out all the clusters listed.

Summary: Prepare a ditto with each cluster as a heading. Leave space for 3 words under each heading. Have students use an initial consonant to make words.

ade	afe	ake
1.____________	1.____________	1.____________
2.____________	2.____________	2.____________
3.____________	3.____________	3.____________

ame	ape	ate
1.____________	1.____________	1.____________
2.____________	2.____________	2.____________
3.____________	3.____________	3.____________

Follow-Up: Give similar lesson with other long a clusters.

Use these clusters with initial consonants and blends to decode new words.

Give similar lessons with other long vowel clusters (ide, ome, etc.)

	STORY 1	STORY 2	STORY 3
A	Mary Danny Jose	Dawn	Denise Dwayne John Joseph Susan Mark
B	Dwayne Dawn Joseph	John Denise Mark Mary Danny Jose Susan	
C	John Susan Denise Mark	Joseph Dwayne	Mary Danny Dawn Jose

Summary: Have each student mount the stories on a sheet of contruction paper and tape the correct headline above each story.

Follow-Up: Repeat the lesson using related stories from sections of the newspaper (local news, world news, sports).

Have students write their own headlines for a number of stories that have been clipped from a newspaper.

Have students write and publish their own newspaper.

Special Considerations

Teaching Reading to Limited English Proficient Students

Teaching reading to Limited English Proficient Students includes all of the strategies and approaches already discussed. In addition, it is important to recognize and plan for the following:

- Students may be developmentally ready to engage in reading in their native language but unequipped to begin to read English.
- Students may not have mastery of the sound system of English.
- Students may not be familiar with the syntax of English.

- Students may not possess an adequate vocabulary in English.

- Students may or may not be able to read in their native language.

Teachers of Limited English Proficient Students Should:

- Differentiate between errors that interfere with comprehension and those that are limited to pronunciation differences (e.g., share/chair, school - /skool/askool).

- Note that there are structural analysis differences between English and native languages.

  Compound Words

English	Spanish
skyscraper	rascacielos
snowman	hombre de nieve (not a compound word in Spanish)

- Use the language experience approach (LEA). It is useful for bilingual special education students since it is based on concrete, real-life experience.

- Consider the characteristics of the native language when introducing reading in English, such as Spanish is phonetic, Chinese is a tone and whole symbol type of language, and Russian is based on the Cyrillic alphabet. An eclectic approach using phonics, sight words, linguistic patterns, and LEA might be considered depending on the child's individual needs.

- Use many pictures to enhance reading comprehension and vocabulary and to illustrate sentences.

- Introduce special meanings for words/vocabulary used in the content areas--hands/hands of a clock.

- Use rebus stories for math problems to help the child to comprehend the story problem.

- Use riddles, games, and songs to help a child to begin to read in English.

- Provide concrete examples of fruits, objects, etc. containing familiar elements from the child's native culture. Also introduce new foods, objects and experiences in English.

- Introduce English reading skills when the student has a sound foundation of reading skills in the native language and a well developed vocabulary in English.

Teaching Reading to Severely Handicapped Students

Approaches/Strategies

- Use rubber bands to hold pages
- Use a page turner
- Provide a nonslide surface for text or workbook
- Present a student who cannot verbalize or write a response to comprehension questions with the following options:
  - Head movement for yes/no responses
  - Type response
  - Signal teacher to stop at correct answer
  - Head nod when s/he has correct answer

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Mathematics

Students encounter numerical situations throughout life. They are constantly being affected by an awareness of position, form and/or quantity. Questions such as "how much", "how many", "where", "when" and "what" arise from these experiences. Sensing, reading and coping with quantitative situations require an awareness and understanding of the instruments, devices and procedures that facilitate the use of mathematical concepts. A program of instruction in mathematics should be logical, systematic and developmental. Concepts and operations are taught at repeatedly increasing levels of difficulty.

Approaches/Strategies

- Provide concrete materials for students to manipulate, arrange and work with, in order to observe relationships that can be symbolized in mathematical terms.
- Introduce operations through activities with sets of concrete objects. Through directed exploration of these objects, students learn the number facts and the meaning of each operation.
- Move students from the concrete to the symbolic in graduated steps by substituting symbols for real things (e.g., numbers for buttons).
- Recognize that not all students need to achieve each instructional objective for any given unit of study.
- Create learning environments rich in stimuli that are useful for motivating student movement toward attainment of objectives expecially selected for that student.
- Anticipate different learning styles.
- Make available appropriate instructional material using various media and modes.
- Judiciously use media to disseminate information and thus free teachers to function increasingly as prescribers, diagnosticians, and consultants during the interactive phase of teaching.
- Provide for systematic adjustment in plans based on feedback.

Materials

Number Readiness and Sets:

- geometric shapes, graph paper, cubes or blocks, buttons, or chips, pictures from magazines, feltboard materials, gummed paper circles and squares, pegboard and pegs, various shaped noodles, and attribute blocks

Numeration:

- number flash cards, board games, counting ladder, number line, dominoes, dice, numerals on a paper plate with spinner, Bingo, thermometer (for negative numerals), color-by-number, follow-the-dot, and playing cards

Place Value:

- squared materials, popsicle sticks with 10 beans glued on, straws, chips or peas, place value charts, multibase blocks, money, graph paper, and abacus

Operations:

- abacus, magnetic discs, feltboard and felt shapes, dice, dominoes, rods, number line, squared material, ice cream sticks, chips, counters, calculator, board games, hopscotch, card games, Bingo, Concentration, invoices from local businesses, score cards, batting averages and other sports data, beads on a shoelace, geoboards, sets of numeral cards, similar objects of different colors (beans, etc.), flashcards

Rational Numbers:

- puzzles (part/whole relationship), mirrors (symmetry), flannelboard and felt shapes representing fractional parts, geoboards, colored rods, squared materials, tangrams, money, calculator, sports results, egg carton, various materials (symmetry), seasonal paper cutouts

Measurement

- Linear

  string, maps, hand spans, straws, blocks, tape measures, rulers, calculator, ticker tape

- Weight

  scales, see-saw, water, sand, standard weights, nonstandard weights (clay, pebbles, etc.), grocery advertisements (indicating weights)

- Capacity

  bottles, cans, boxes of various sizes, 1 inch cubes, containers of familiar objects that are sold by the pint, quart, or gallon (milk, ice cream, etc.)

- Time

  pendulum, water (dripping), ice (melting), regular and digital clock/watch, pictures that tell time (waking up, stars, etc.), kitchen cooking timer, schedules (bus, train, plane, etc.), T.V. Guide

- Money

  coins of various denominations, toy cash register, menu, advertisements, play money, food boxes, containers

- Calendar

  large oaktag classroom calendar, individual calendar sheets, Bingo cards containing months of the year, and month flashcards

- Temperature

  hot plate, refrigerator, thermometer, daily temperature, chartpaper, radiator water of various temperatures, and pictures associated with temperatures (beach scene, skiing)

- Geometry

  geoboard, graph paper, maps, lattices, string, protractor, board strips, counting blocks, objects having nonspherical shapes (tin cans, ice cones, etc.) objects shaped like rectangles (picture frame, book, etc.), objects shaped like triangles, objects shaped like squares, (mirror, sugar cubes)

Verbal Problem Solving

- magazines pictures, task cards, play store materials, film strips

Graphing

- graph paper, rulers, crayons, oaktag, gummed squares and magnetic discs

Analysis of Computational Errors

Listed below are examples and analyses of errors in computation and reasoning that will help in diagnosing students' needs:

Analysis	Example
Lacks mastery of basic addition combinations	$\begin{array}{rc} 3 & \boxed{2} \\ +4 & \boxed{3} \\ \hline 7 & \boxed{4} \end{array}$
Lacks mastery of basic subtraction combinations	$\begin{array}{rc} 3 & \boxed{8} \\ -2 & \boxed{5} \\ \hline 1 & \boxed{2} \end{array}$
Lacks mastery of basic multiplication combinations	$\begin{array}{cc} \boxed{3} & 2 \\ \times & \boxed{3} \\ \hline 8 & 6 \end{array}$
Lacks mastery of basic division combinations	$35 - 5 = 6$
Subtracts incorrectly within the division algorithm	$\begin{array}{rcrl} & & 3) & 73RT \\ & 7 & 0) & \\ \hline 2 & \boxed{3} & 0) & \\ -\ 2 & \boxed{1} & & \\ \hline & \boxed{1} & 0 & \\ & & -9 & \\ \cline{3-3} & & 1 & \end{array}$
Adds incorrectly in the partial product	$\begin{array}{rcr} 4 & 3 & 2 \\ \times & 5 & 7 \\ \hline 3 & \boxed{0} & 24 \\ 21 & \boxed{6} & 0 \\ \hline 24 & \boxed{0} & 24 \end{array}$
Does not complete addition Does not write regrouped number	$\begin{array}{r} 85 \\ +43 \\ \hline 28 \end{array}$
Leaves out numbers in column addition	$\begin{array}{r} 4 \\ 8 \\ \hline 2 \end{array}$
Confuses role of zero in subtraction with role of zero in multiplication	$\begin{array}{r} 37 \\ -20 \\ \hline 10 \end{array}$
Subtracts top digit from bottom digit whenever regrouping is involved with zero in minuend.	$\begin{array}{r} 30 \\ -18 \\ \hline 28 \end{array}$

• Confuses role of zero in multiplication with multiplicative identity	7 x 0= 7
• Confuses place value of quotient by adding extra zero	$\begin{array}{r}20\\30\overline{)60}\end{array}$
• Omits zero in quotient	$\begin{array}{r}30\text{ R }3\\4\overline{)\ 1203}\\\underline{1200}\\3\end{array}$
• Lacks facility with addition algorithm: Adds ones to ones and tens	$\begin{array}{r}37\\+2\\\hline 59\end{array}$
Adds tens to tens and hundreds	$\begin{array}{r}342\\+36\\\hline 678\end{array}$
Adds ones to tens and hundreds	$\begin{array}{r}132\\+6\\\hline 798\end{array}$
Is unable to add horizontally (thinks: 3+7+1=11; writes 1; 4+3=7+1 writes 8; 5=5 May add zero to make sum greater than largest addend: 1580)	345+7+13=185
• Does not regroup ones to tens	$\begin{array}{r}37\\+25\\\hline 52\end{array}$
• Does not regroup tens to hundreds (or hundreds to thousands)	$\begin{array}{r}973\\+862\\\hline 735\end{array}$
• Regroups when unnecessary	$\begin{array}{r}43\\+24\\\hline 77\end{array}$
• Writes regrouped tens digit in ones place	$\begin{array}{r}② \\3\ \ 5\\+\ \ 7\\\hline +51\end{array}$
• When there are fewer digits in subtrahend subtracts ones from ones and from tens (and hundreds)	$\begin{array}{r}783\\-2\\\hline 561\end{array}$

- Subtracts tens from tens and hundreds

$$\begin{array}{r}783\\-23\\\hline 560\end{array}$$

- Does not rename tens digit after regrouping.

$$\begin{array}{r}54\\-9\\\hline 55\end{array}$$

- Does not rename hundreds digit after regrouping.

$$\begin{array}{r}532\\-181\\\hline 451\end{array}$$

- Does not rename hundreds or tens when renaming ones.

$$\begin{array}{r}906\\-238\\\hline 778\end{array}$$

- Does not rename tens when zero is in tens place, although hundreds are renamed

$$\begin{array}{r}803\\-478\\\hline 335\end{array}$$

- When there are two zeros in minuend, renames hundreds twice but does not rename tens

$$\begin{array}{r}5\\6\\700\\326\\\hline 248\end{array}$$

- Decreases hundreds digit by one when unnecessary

$$\begin{array}{rrr}3&7&1\\-1&3&4\\\hline 1&3&4\end{array}$$

- Uses ones place factor as addend

$$\begin{array}{r}32\\x4\\\hline 126\end{array}$$

- Adds regrouped number to tens but does not multiply (7 x 5=35; 30 + 30 = 60)

$$\begin{array}{r}35\\x7\\\hline 65\end{array}$$

- Multiplies digits within one factor (4 x 1=4; 1 x 30=30)

$$\begin{array}{r}31\\x4\\\hline 34\end{array}$$

- Multiplies by only one number

$$\begin{array}{r}457\\x12\\\hline 914\end{array}$$

- Regroups wrong number

$$\begin{array}{r}8\\67\\x40\\\hline 3220\end{array}$$

Does not multiply ones times tens	32 x24 648
Reverses divisor and dividend (thinks 6 - 3 instead 30 - 6)	2 6) 30
Does not regroup; treats each column as separate addition example	23 +8 211
Subtracts smaller digit from larger at all times to avoid renaming	273 -639 446
Does not add regrouped number	37 x7 219
Confuses place value in division Considers thousands divided by ones as hundreds divided by ones	1 200 201 3)6003 6003 3 3
Records partial quotient as tens instead of ones	50 100 150 7)735 -700 35 35
Omits zero needed to show no ones in quotient	2 R 1 361 6 1
Ignores remainder because: . does not complete subtraction . does not see need for further computation . does not know what to do with "2" if subtraction occurs, so does not compute further	80 7)562 560

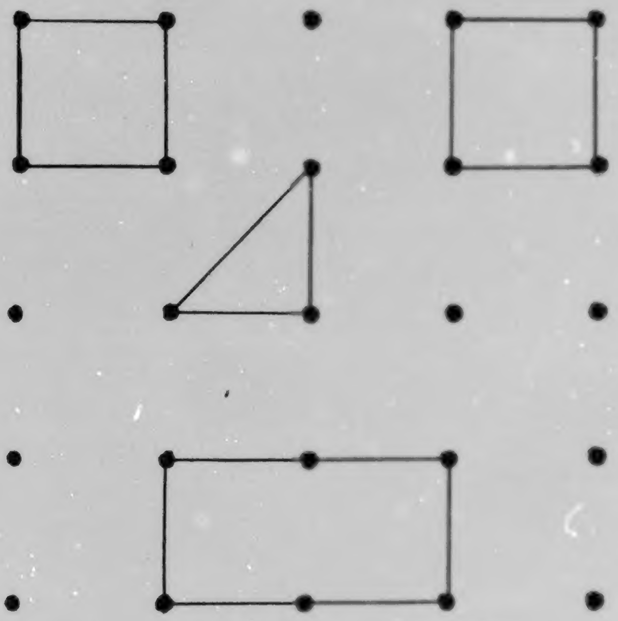
Sample Lesson Plan I

Readiness Level

Aim: To explore and reinforce the properties of geometric figures. To identify a square, rectangle and triangle.

Motivation: Have students experiment with geoboard and rubber bands and make "faces" using more than one rubber band.

Procedure: Have students describe the characteristics of each figure. Ask them to name the shapes, make comparisons and copy the shapes on dot paper.



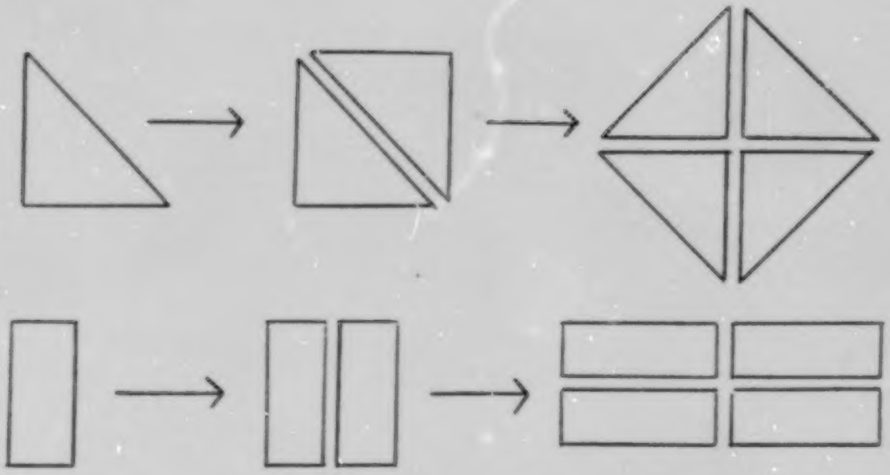
Have students use materials such as straws, pipe cleaners, wire, and tinker toys to explore models of plane figures.

Summary: Through discussion and questioning elicit ideas such as:

- the sides of the models represent line segments
- the line segments of these figures do not cross themselves

- the rectangle has 4 square corners, 4 line segments
- the triangle has 3 corners, 3 line segments
- the square has 4 line segments that are the same length

Follow-up: Have students experiment with geo-blocks or sets of geometric figures made from cardboard to form new shapes. Discuss characteristics of shapes.



Ask students to identify the geometric shape of square, rectangle and triangle in common objects such as a baking pan, checkerboard, desk top, floor tiles, traffic signs, etc.

Sample Lesson Plan II

Elementary Level

Aim: To provide practice in computing sums and percentages and graphing information

Motivation: For Monday morning, each student is to bring the week's television listings from Sunday's newspaper.

Procedure: Direct the students' attention to the Monday afternoon and evening listings.

Ask students to circle the shows they plan to watch.

For homework, ask the students to check the programs they actually watched.

In school, on Tuesday, have the students compute the sum of their television viewing time and the percentage of the day spent watching television.

Repeat the above for the rest of the week.

The following Monday, have the students compute the sum of their weekly viewing time and the precentage of the week spent watching television.

Summary: Have each student graph his/her daily television viewing time for the week in both actual time and percentages.

Follow-up: Students can compute the number of hours they participated in other activities (eating, sleeping, playing, etc.) and compare these with the number of hours they spent watching television.

The results and implications of the above can be the basis for discussions on better utilization of time.

The above activities can be repeated at different times of the school year.

Sample Lesson Plan III

Intermediate Level

Aim: To draw, read, and interpret a bar graph. To measure temperature using a Fahrenheit thermometer.

Motivation: Initiate a group discussion and develop ideas such as:

- Temperature is a relative thing. It will feel different to different people.
- Feeling is not an efficient temperature indicator.
- Thermometers are used to measure temperature.
- The standard unit used for measuring temperature is degree: the symbol for degree is (o).
- There are two kinds of thermometers, Fahrenheit and Celsius.

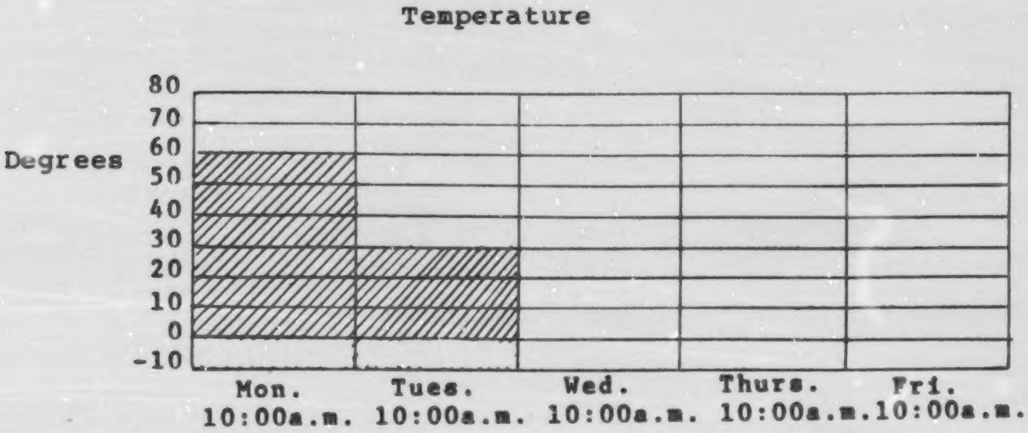
Procedure: Show the students a Fahrenheit thermometer and review the markings on the scale and discuss the intervals. Introduce degree (o) as the standard unit used. Locate and read various temperatures such as 20 , 40 , 14 , 72 , 19 , 2 below zero, 10 below zero.

Record the outdoor temperature each day at the same time. Transfer the data to a bar graph.

Each student will be responsible for recording the daily temperatures in bar graph form. Provide the students with a model.

Review bar graphs

- visual representation of observable, measureable information
- vertical and horizontal readings of quantity and time
- use for factual statements, comparisons, interpretations, and projections



Summary: Derive word problems relevant to the graph.

- What was the highest temperature?
- What was the difference between the highest recorded and the lowest recorded temperatures?
- What temperature reading would you project for Thursday? Explain why.

Follow-up: Role play a weather newscaster's reporting of the weekly temperature.

Using a daily newspaper to contrast the daily temperatures in other cities. Record data on a bar graph.

Have students maintain recordings in bar graph form on such observable, measureable events as:

- the number of daily announcements on the P.A. system
- the amount of time spent on daily, mathematics homework assignments

- the daily arrival time of the school bus

Use bar graph information to compute the mean (average).

Skills were selected from Minimum Teaching Essestials Grades 5-9: Mathematics, Science, Health Education and Physical Education, Office of Curriculum Development and Support, Division of Curriculum and Instruction.

Special Considerations

Students with language processing problems may experience difficulty when mathematical terms are used in verbal instructions. While terms such as minus, take away and subtract have a common meaning, the interchange of these terms may be confusing.

Specific reading difficulties and severe perceptual disorders may influence a student's mathematical functioning. Remember to focus on the identified mathematics objective or concept not the supporting skill for determining mastery.

The following functional mathematical skills are especially significant for the lower-functioning special education population:

- counting the correct change
- memorizing the number sequence in a telephone number
- telling time by the hour

When assessing the mathematical ability of a culturally and linguistically diverse student, attention should be given to his/her level of language and background to reduce biases. Provisions and adaptations in the English language are necessary to eliminate interferences due to cultural and/or language barriers. Instruction in mathematics for limited English proficient students in a bilingual class, should be provided in the dominant or native language, for the effective growth in mathematical skills.

For severely handicapped students the following may be useful in learning mathematical concepts:

- calculators with printout tape (for those who cannot talk or write)
- larger manipulative materials
- abacus with large beads
- card and coin holders

Instructional Management Project

The Instructional Management Project (IMP) is a Special Education mathematics curriculum which will be disseminated throughout the Bronx and selected districts in other regions in the 1982-83 school year. The curriculum includes instructional objectives for each topic and is grouped as modules. A module includes prerequisite instructional objectives, new instructional objectives, methods of instruction, and student worksheets. All materials within the IMP mathematics curriculum have been coded to the Minimum Teaching Essentials and meet both New York City and New York State guidelines.

Bibliography

Johnson, S.W. Arithmetic and Learning Disabilities: Guidelines for Identification and Remediation. Boston: Allyn and Bacon, 1979.

Lerner, J. Learning Disabilities: Theories Diagnoses and Teaching Strategies (3rd ed.). Boston: Houghton Mifflin Co., 1981.

Dwyer R.C. & Elligett, J.K. Teaching Children Through Natural Mathematics. West Nyack, N.Y.: Parker Publishing Co., Inc., 1970.

Division of Curriculum and Instruction, New York City Board of Education Gates to Learning Mathematics, 1981.

Adaptive Physical Education

The adaptive physical education program was developed by the Division of Special Education for use by New York City special education classes. The program, which is detailed in a manual entitled the Special Education Adaptive Physical Education Program, is available for use by all special education teachers and physical education teachers who teach adaptive physical education classes.

The program is divided into eight instructional modules: Body Image, Space and Direction, Balance, Basic Body Movement, Coordination, Laterality-Directionality, Rhythm and Dance and Leisure Time Activities.

Each module is made up of a series of lesson plans which include both objectives and appropriate activities to help students reach those goals. Through the use of the manual, teachers who teach adaptive physical education can tailor a program to the needs of their students.

The activities in the manual provide students with opportunities to explore the dimensions of their body and to train them in perceptual sensory awareness, physical fitness and body coordination. In addition, the program will aid students in developing social interaction skills and an awareness of social needs.

Samples of the evaluation instrument and lesson plans have been included to assist teachers in understanding the basics of the adaptive physical education program and as a possible resource for their programs.

EVALUATION - MODULE 10.0 - BODY IMAGE

SCHOOL______________________ CLASS______________ DATE__________ TEACHER______________________ ALL LEVELS

PROCEDURE FOR COMPLETING THE CHECK LIST

1. Fill in the information asked for on the top line and list the children's names at the left.
2. Using the parts of the body listed above the grid on the check list, instruct the class to touch a part of the body. Ask the question only once. Wait 15 seconds, then ask the class to touch another part of the body. Continue until you have completed all the items on the list.
3. If a child fails to respond correctly, "X" the square next to the child's name and under that body part. Thus, a correct response will not require any markings.

EXAMPLE:

	MOUTH	EARS	CHIN	NECK	SHOULDERS
Frank Adler				X	
Jill Boyd		X			X

Frank correctly located and identified his mouth, ears, chin and shoulders. He was unable to identify the location of his neck. Therefore, the square under the word "neck", and on the same line as his name, received an "X".

Jill was able to locate her mouth, chin and neck. She was not able to identify the location of her ears and shoulders. These squares were "X"ed.

			1 - HEAD							2 - TORSO							3 - LIMBS									4 - PLANES		
	DATE	NAMES	Head	Forehead	Eyes	Nose	Mouth	Chin	Ears	Torso	Neck	Shoulders	Chest	Waist	Hips	Stomach	Arms	Elbows	Wrists	Fingers	Legs	Knees	Ankles	Feet	Toes	Front	Back	Sides
PRE-TEST																												
POST-TEST																												
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DEVELOP QUESTION FOR EACH CATEGORY FOR EACH LEVEL. MAKE SURE ACTIVITIES ARE BASED NOT ONLY ON MOTOR DEVELOPMENT BUT THAT THEY ARE SOCIALLY APPROPRIATE FOR EACH GROUP.

DEVELOP A PROFILE FOR EACH CHILD: SEE SAMPLE BELOW

B. ACTIONS:	BALANCE OBJECTS (R-L) BOTH	TAP OBJECTS (R - L) BOTH	TOUCH BODY PARTS	TOUCH BODY PARTS TO OBJECTS	BEND	SHAKE	TWIST	SWING	CURL	STRETCH	INTERLOCK BODY PARTS WITH PARTNER	MAKE SHAPES WITH BODY PARTS	HIDE OBJECTS	WIGGLE	STAMP	CLAP	CLICK	TRAVEL OVER	TRAVEL UNDER
A. LIMBS: ARMS																			
ELBOWS																			
WRISTS																			
FINGERS																			
HANDS																			
LEGS																			
KNEES																			
ANKLES																			
FEET																			
TOES																			

MOVEMENT PROBLEM: XI. MANIPULATION OF BODY AND OBJECTS FOR CONTROL IN SPACE.

12.0 / 12.11

SPACE - DIRECTION

LOCATION: GYMNASIUM

LEVEL: A-B-D

EQUIPMENT/MATERIALS: Balls, Traffic Markers, Record Player and Album "Moving" (see Resources)

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: 12.11.1 Listen and follow directions. .2 Find a personal space. .3 Identify a ball. .4 Bounce and catch a ball. .5 Count bounces. .6 Bounce and travel forward. .7 Bounce and travel backward. .8 Bounce and travel to the right side. .9 Bounce and travel to the left side. .10 Bounce ball high from standing position, sitting position, kneeling, position, and catch. .11 Dribble from the above positions. .12 Change level of ball-high, medium, low while bouncing or dribbling.	A. WARM-UPS B. MOVEMENT EDUCATION TECHNIQUE: "Today we are going to continue to travel in many different directions but we are going to take something with us. That something will be a ball. Can you find the basket of balls, get a ball, find a personal place and then we will begin." "GO!" .Can you bounce and catch the ball? .Can you bounce it 2...3...4 times and catch it? Repeat this again and count the bounces. .Can you travel forward and bounce the ball... backward...travel to the right side...left side? .Can you bounce the ball at a high level.. and catch it...low level and catch it?	.How many ways can you bounce and catch...with two hands...with one hand...the other hand?. ALLOW PRACTICE TIME .Can you dribble the ball and travel forward... backward...to the right side...to the left side ..a little faster... faster and not lose the ball?	1. Ask the class to verbalize (name) directions. There are six: 1)forward 2)backward 3)right side 4)left side 5)up 6)down Include these words on your Motor Movement Bulletin Board. 2. As the class to identify shape of ball, color, texture. 3. If you have different size balls (e.g. playground balls 5" and 8") have the children exchange them. This will provide them with the opportunity to experience the different sizes. (It is more difficult to control a small ball than a large ball). 4. A bounce is pushing the ball to the floor (surface), and because of the surface of the	1. Can the children verbalize the directions in which their body can travel? 2. Do they understand that other objects can travel in those directions. 3. Can they maneuver their body in the six directions? 4. Do they know the figure 8 pathway and can they travel it? 5. Are the children able to control their bodies while travelling in a variety of directions? 6. Can they manipulate the balls with control? 7. Were the children able to manipulate the balls to music? 8. Were you able to use all the recommended Bands? 9. Did you note which Bands were more effective? 10. Did you provide enough practice time? 11. Did the children feel success and was their improvement in skill?

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MOVEMENT PROBLEM: MANIPULATION OF BODY AND OBJECTS FOR CONTROL IN SPACE

Pg. 2 of 12.11

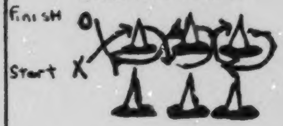
12.0 / 12.11

SPACE DIRECTION

LEVEL: A-B-D

RESOURCES: ALBUM: AR 546 "MOVING" by HAP PALMER - Educational Activities, Freeport, New York 11520

EQUIPMENT/MATERIALS:

RECOMMENDED BEHAVIORAL OBJECTIVES	ACTIVITIES	VARIATIONS	TEACHER INFORMATION	TEACHER-PUPIL EVALUATION
THE CHILD SHOULD BE ABLE TO: .13 Dribble around traffic markers with right hand, **left** hand, alternate hands. .14 Run relay race as a team member. TEACHER OBJECTIVE: To provide activities **that** will enable the children to move in a variety of ways in many directions.	.Can you kneel and bounce the ball high and catch it? .Can you bounce the ball high and catch it with your body at a low level? C. OBSTACLE COURSE: Practice Drill  TASK A: Dribble the ball with your RIGHT hand only around markers using figure 8 pathway TASK B: LEFT hand only. TASK C: ALTERNATE hands. D. RELAY RACE: Divide class into teams and run and dribble for speed.	Album: Moving - Side A Funkey Penguin Band 1 Tipsey - Band 3 Gentle Sea - Band 5 Side B Jamaican Holiday -Band 1 See Teacher Information "Balls" on Inside Cover C. SOCCER DRIBBLE: Right foot only, left foot only, alternate. FLOOR HOCKEY DRIBBLE: Right side, left side, alternate.	ball it will rebound upward. A dribble is a controlled continous series of bounces. 5. Review figure 8 pathway with the children. 6. Provide for enough equipment for each child. If you don't have the traffic markers, improvise by using clorox bottles, chalk or taped circles, books, etc. 7. Praise the children.	12. Were the children prepared for the relay races? 13. Did the children have fun? 14. Did you feel that this lesson is developmentally sequenced and easy to follow?

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Bilingual Special Education

Bilingual special education programs are designed to allow students to learn academic concepts in their home language and learn a second language (English).

The goals of Bilingual Special Education are:

- academic achievement
- mastery of both English and the home language
- improved self-concept
- understanding and preserving diverse national, linguistic and cultural heritages
- improvement of the social and economic level for members of language minority groups
- individualization of programs for the learning and language handicapped student

The basic program requirements are:

- intensive instruction in the English language arts
- instruction in substantive subject areas in the student's native language
- reinforcement and development of the native language arts skills of the student
- opportunity for spending maximum time in general education activities

The weekly schedule in a bilingual special education program includes:

- Reading/Language Arts, Social Studies, core Mathematics, Cultural heritage and Science in the home language
- English-as-a-Second Language, Music, Art, and Motor/Physical Education
- flexibility in the language used for instruction in order to meet the language needs of a particular class, group or individual

English Language Instruction

The normal sequence of language development; listening, understanding, speaking, reading, and writing is followed in teaching English-as-a-second Language. General approaches are used for teaching English-as-a-Second Language. The choice of approach depends upon the age of the learner, parental and peer influence, existence of a bilingual program in which some subjects are taught in the student's native language, etc. The following guidelines should be used:

- provisions should be made for giving students practice in the normal forms of conversation, listening to questions and answers, and responding in conversational exchanges varying in length
- learners should be able to comprehend the content taught
- learners should repeat the statements made by the teachers as often as possible
- learners should practice what is taught in as many ways as possible
- new vocabulary should be taught as part of all lessons

The above guidelines should be used in conjunction with the chapter on Communication Arts.

Bibliography

Burt, M., Dulay, H. & Finocchiaro, M. View Points of English as a Second Language, Chicago, Ill.: Regents Publishing Co., Inc. 1977.

University of the State of New York. The State Education Department, Bureau of Bilingual Education, Kindergarten English as a Second Language: Guidebook for Teachers (1980).

Career Education and Life Skills

Career education seeks to provide students with the knowledge and skills necessary for becoming self-fulfilled and productive members of society. It is concerned with the development of basic academic skills and with the development of career awareness and occupational skills. It seeks to expand the student's career horizons by incorporating into the regular curriculum, concepts of personal growth and career development. Career education is a process which seeks to make the educational experience more meaningful through bridging the gap between what is taught in the classroom and what the learner perceives as going on in the "real" world.

A career education program must develop in students both a comprehensive awareness of career choices and the ability to enter the world of work. At all educational levels, we need to offer the student a concept of him/herself in relation to work, teach and reinforce personal characteristics essential to successful working futures (initiative, reliability, thoroughness, responsibility, punctuality, etc.).

Approaches/Strategies

The following comprise a major part of the approaches and strategies in teaching career education and life skills:

Self Awareness

- Who am I? Why am I special? What can I do best now? What areas do I find most difficult? What are my strengths? What things do I like about myself? What things can I change? What shall I accept for my life? What do I learn now for tomorrow?
- Working on self-awareness, the students will develop an understanding of themselves and their strengths and weaknesses. They will have a more realistic picture of themselves.

Career Awareness

- What is work? Why work? What work can I do? What job will fit my skills and abilities?

Hands-On Vocational Exploration

- Which activities do I enjoy most? Do best? Which work experiences are most interesting to me? Which do I want to explore further?
- After a practical exposure to shop classes, class vocational projects and/or volunteer work experiences, students will be better prepared to participate in vocational training programs at the high school level.

Life Skills

- How do we use reading and communication arts skills in looking for jobs? How do we read and answer want ads, complete job applications, use the telephone, dress for an interview, write a resume?
- How do we apply mathematical skills in the world of work? How do we compute our salaries, use bank accounts, checks, reconcile statements and file tax returns?
- The infusion of life skills into the regular curriculum gives the lesson, be it math, science, language arts, social studies, or other subject area, a career education focus.

Activities

- Develop a hands-on career education project within your school. Replace instruction in academic areas to the work experience as in a coffee shop, a program of daily newspaper sales and distribution, and a school printing-and-publishing unit.
- Organize a career fair or career day project inviting outside speakers. This can be a school-wide project or one for your class or special education unit.
- Encourage volunteer work experiences in your school, in the general office or as helpers or aides in classrooms with younger children, in non-profit organizations such as hospitals, libraries, and/or day care centers.
- Provide samples of job applications. Discuss necessary qualifications, teach resume writing, teach how to select references, etc.
- Use the newspaper to teach consumer skills, advertisements and recipes, weights and measures, comparative shopping, etc. Give students a clothing budget and have them "shop" in catalogs.
- Lead discussions and role play situations which focus on self-awareness, feelings, moods and values. Encourage students to become aware of how they feel in specific situation, i.e. Do I feel best indoors or out, in noisy places or quiet ones, working alone or on a team, etc.? Provide activities for students to learn these aspects of themselves.
- Lead discussions which will enable students to become aware of their aspirations and goals and to assess the appropriateness of these goals in terms of their own growth, maturation, and skill development.

Special Considerations

Teachers must be particularly sensitive to stereotypes which may, consciously or unconsciously, result in steering students with handicapping conditions toward an unduly limited range of career options popularly assumed to be "suitable" for individuals possessing a particular type of handicap. Sex, role, race, and other stereotyping can generate conflicts for a child who possesses a gift or talent in an area outside the stereotype. A well planned career awareness program helps break down stereotype barriers.

From kindergarten on, the teacher is preparing the student for a job by teaching punctuality, good attendance, appropriate behavior with peers, habits of neatness, completion of work, care of tools, etc. Improvement in these areas, represents important growth toward employability and is a factor in planning instruction.

For information regarding the development of your own program, telephone Frances Yauch, Career Education Coordinator, at 596-5558.

Bibliography

Getting Started: Career Education Activities for Exceptional Students (K-9). Reston, Virginia: Council for Exceptional Children, 1980.

Creative Arts

Perhaps no activity is more satisfying both for the teacher and the student than a lesson involving the creative arts. In any art, music or performing arts lesson, the following objectives can be achieved:

- Enhancement of student self-image through activities of self-awareness and the satisfaction realized in completing a project.
- Increased awareness of self and others through role playing, role reversals and identification of one's own feelings in the art process.
- Clarificaton of one's values and the formation of moral decision making through role playing and the reproduction of life situations in any of the art media, (e.g., painting, song-making, drama, dance).
- The improvement of academic skills, particularly in reading and writing,when an art activity is used in conjunction with an academic activity.

Any and all of these objectives can be met in an art/music lesson provided that the teacher plans carefully to include them.

Approaches/Strategies

An activity by and for the student:

In an art lesson, judgments of excellence are happily suspended and the student has the opportunity to declare something of himself, his selective judgment, taste, feelings, as worthwhile without being subjected to the tyranny of evaluation. Still, the art activity can be extremely frustrating or overstimulating if it is not planned according to the following guidelines:

- Plan and present the lesson as any other lesson with a specific aim which can be accomplished within that time frame. Advise the students if the project will take longer than one session and plan as a unit in steps. Seek closure for each session.

- Present the materials needed and the steps in the process on the board or on a rexograph sheet. Read and review these with the class before proceeding. Specifically, assign "buddies"or carefully weigh requests for teamwork. Seek to engage "loners" or diffident students to work with others. The art session can be a valuable social experience giving the teacher vital information on the interaction of personalities in the class.

- Post and read with students rules for the use of materials and for safety and courtesy.

- Seek to develop a productive session by observing the following hints:

    - Provide for the difference in artistic ability among students by selecting broad subjects and avoid making judgments about individual style. Gear the technical demands of the art activity to the functioning level of the individual student. Challenge but do not frustrate.

    - Frequent praise and avoidance of comparison of student's work is a must. Displayed student's work can be compared as to choice of color, etc., to demonstrate how differently we sometimes see the same thing. However, comparisons of artistic ability can be upsetting and destructive.

    - Allow the student time to explain his/her work. Encourage verbalization. The teacher can begin such an explanation by asking each student for a title for each work, the reasons for the title and the reasons for selecting the subject matter. Elicit feelings about the choices made in the components of the picture, song or dance made by the student but be careful to anticipate negative feelings. Provide closure for any explanation given by the student by "summing up" in your own positive words, even if what the student may have expressed was negative. A simple, short, nonjudgmental summation is appropriate.

Activities

Activities that start the flow of creative energy can emanate from several sources.

- Items of student interest

- Classwork in other subject areas

- Major events in the student's calendar

- Nature

- Current events, urban living and day-to-day matters

Specifically, a social studies and science lesson can culminate in a productive art lesson by visually representing events and phenomena through drawing, painting, making dioramas, making topographical maps, role playing, and drama and music. A social studies lesson, for example, on Early America, can be followed by folk songs reminiscent of the era. Globes, flat maps and relief maps can be made from simple materials such as plaster of paris and paint.

Current events can be treated creatively, not only by visual representation, but by the use of photographs to make a brief news show that may include school, local and some national news.

Urban living can be treated through the use of photographs cut from newspapers and magazines as well as any photos taken in class - all of which are assembled into a collage centering around any particular urban theme which the student may select. A coat of clear shellac preserves the effort.

The infusion of art into curriculum is a vital tool in the improvement of academic skills. The following activities are worthy of mention:

- Song making - words of description based on a picture or words of narration can be elicited from the class and made into a simple poem. Rhyming could be added. Any 3 musical chords in a given key (most popular key of C or B) can be used to create a song.

- Cartoons can be drawn or borrowed to render dialogue. Simply delete the dialogue from an existing comic strip and create new dialogue, or develop dialogue for an original cartoon.

Sample Lesson Plan I

Elementary and Intermediate Level

Aim: To follow the procedure for making masks from the students' faces.

Motivation: Show the class masks (e.g., Halloween masks, tribal masks) and initiate a discussion on what feelings, expressions, or symbols are reflected by the masks. If appropriate, students can try on the masks to see how they look. Discuss the type of special masks you will make in class.

Procedure: Assemble the following materials: plaster of paris strips (inexpensively purchased from a surgical supply as material for casts), petroleum jelly.

Assign a partner to each student.

Instruct one member of each pair to spread petroleum jelly on his/her partner's face.

S/he then dips plaster of paris strips into water and with the teacher's assistance places them on his/her partner's face.

Once the mask has dried, the teacher lifts it and sets it to dry.

The partners then reverse roles.

When the masks dry, they can be painted.

Follow-Up: Students can paint masks as another activity. The masks can be hung as a class "picture" and used for other lessons in social relations.

Students can write about an aspect of this art experience, e.g., how it felt to have a plaster face!

Sample Lesson Plan II

Intermediate Level

Aim:	To demonstrate their knowledge of a specific geographic location by making a display map.
Motivation:	Using an overhead projector, show the students the outline of familiar objects (e.g., key, pencil). With the projected outline, as the only property, have the students identify the objects.
Procedure:	Assemble the following: overhead projector, markers, paints and poster paints. Write the procedure that follows on the board or on a rexograph to be read and followed by the class. Using a commercially-made acetate or a teacher-made acetate sheet, project the image of a geographic area that has been studied, e.g., the Asia, African and European continents. Elicit from the students the names of the oceans and the areas under study. Be sure any identifying names have been deleted. Project this image onto white poster paper on a bulletin board. Assign various students the task of drawing the outlines projected onto the poster with markers. The results should be an outlined representation of the map. Have other students label the areas with other markers and arrange for small groups to color the areas and oceans with tempera.
Follow-Up:	Use area words for spelling and for classification by title (e.g., ocean, continent). Develop lessons on countries and languages spoken. Develop lessons on student heritage based on geographical origin.

Special Considerations

In any of the arts for any student, it is important to be mindful of the excesses possible in the particular media that may overstimulate, frustrate or promote anxiety.

- Visually - colors that are too bright and may overstimulate and/or a multiplicity of lines, shapes and forms that battle for interpretation.
- Auditorially - music that may stimulate to the point where closure is nearly out of reach.

Avoid the unplanned use of "free expression", i.e., playing stimulating music to which the students must draw, can sometimes lead to loss of control of impulses for some students. Asking students to "express what they feel" in an abstract format with paint and paper can also invite impulses to dominate.

Expression of feelings in art or music or performing arts first begins with the lesson plan developed with specific questions, with provision for the student to first verbalize his intention and announce his plans under supervision of the teacher. In this way feelings are communicated, shared, expressed within the confines of the planned procedure. The planned procedure must be carried through by the student's stating his/her intention (what s/he will make). This intention can be explored carefully by the teacher who will ask why the student chooses this subject and what the student is feeling. Feelings can be elicited tersely, non-judgmentally and gently,and released so that they can be expressed but not advertised. Finally, a structured procedure provides for closure of the art activity.

Bibliography

Art in the Elementary School. New York City Board of Education, 1963-64.

Art for the Middle School. New York City Board of Education, 1977-78.

Science

Science offers students a myriad of opportunities for exploration, manipulation and discovery. It is particularly important for special education students to find the what, how and why of the world around them. Many of these questions can be answered through the science curriculum.

The lessons and activities in the Special Education elementary science curriculum guide provide teachers with a systematic approach which is developmentally sequenced to cover all the major science concepts delineated in the Minimum Teaching Essentials Grades K-9 (MTE).

The Division of Special Education's A Science Curriculum for Students in Special Education, The World Around Me (elementary and intermediate level), includes lesson plans and evaluation instruments. Lesson extenders in the form of practice and reinforcement skills are available for each lesson. In addition, activities outside of the school setting are suggested so that the students' knowledge of the world around them can be developed in a systematic manner.

Sample materials from the elementary science curriculum appear on the following pages. The table of contents is provided so that you can see the material covered in the curriculum. Note that the curriculum covers not only the material in the MTE, but information on how to use such teaching tools as a Science Center, classroom pets, field trips, and a systematic science notebook.

The section "How To Use The Model Lesson Plans" gives insight into the "heart" of the guide. It provides teachers with information on the rationale and use of the lesson plans in the guide.

The final excerpt is an actual unit from the guide. By comparing the lesson plan with the previous section on how to use the lesson plans, you will be able to use this guide in lesson planning and in teaching your class on a daily basis. The lesson plans in the sample are representative of all the plans in the curriculum.

These curriculum guides will be available to all special education teachers after a period of piloting and revising the manuscript.

Approaches/Strategies

This science curriculum is specifically designed according to content organizaton, teacher preparation, and emphasis on approach.

Activities

- Notebooks, task cards, field trips, science corners, pet corners.

Recommended Materials

- Worksheets, hands-on materials which are easy to obtain, film strips, tape recorder.

Sample Lesson Plans

- Sample lesson plans are provided to assist the teacher.

Special Considerations

- Specific teacher considerations are included, as necessary, for children with special needs within the various disciplines.

Bibliography

Comprehensive listing of 29 documents by such authorities in science eduation as Gerald S. Craig, David E. Hennessy and Helen Ross Russell.

How To Use The Model Lesson Plans

Educational Objective:	Each lesson contains a specific objective stated in terms of student outcomes. ("The student will be able to ...")
Motivation:	Students with special educational needs often lack the communication skills required for scientific discussion. Each motivation is designed to generate discussion involving scientific concepts and vocabulary. The motivation also helps to clarify the importance of the lesson's problems.

Problem:	The problem is the "student aim." It is stated in question form in order to encourage the students to engage in a scientific enterprise. When students are encouraged to answer questions phrased "How can we ...?" they begin to apply scientific methodology which will eventually enable them to draw independent conclusions.
Vocabulary:	In order for students to understand their relationship to their environment, they must be scientifically literate. Each lesson contains the essential words for full understanding of the concept being presented.
Materials:	All materials and equipment required are safe, inexpensive, and readily available.
Procedure:	The procedure is the main student activity. Students are guided through experimental activities to test hypotheses and draw conclusions.
Conclusion:	After students have observed each scientific phenomenon, the problem is restated to encourage students to engage in the mental process of inference. An appropriate solution to the problem is elicited.
Evaluation:	Evaluation activities are related to the student action described in the educational objective. Student learning is evaluated through activities which require generalization based on facts obtained from observations, experiences, and experiments.
Extender(s):	The extender activities are designed to reinforce knowledge gained by encouraging students to engage in further inquiry. These activities provide students with opportunities for discovery by developing their own strategies for obtaining information.

Sample Lesson Plan I

Unit: Our Growing Body

Topic: Taste

Educational Objective:	Students will be able to name the four basic tastes.
Motivation:	Show the students a lemon and a piece of candy. Ask the students which they would like to taste, What part of the body does the tasting? Discuss choices made by the students and how things taste differently. Lemons taste sour, candy tastes sweet, What other kinds of tastes are there?
Problem:	What are the four basic tastes?
Vocabulary:	Taste, tongue, sweet, sour, salty, bitter, basic
Materials:	A lemon, candy, paper cups, a box of cotton swabs, a teaspoon each of vinegar, salt, sugar and instant coffee; water; worksheet. (To prepare for the lesson, mix the teaspoon of vinegar, salt, sugar and coffee each with 1/2 cup of hot water in separate paper cups and let cool).
Procedure:	Explain to the students that the class is going to take a taste test. All of the things they will taste are food items. (If a student is reluctant or will not participate, ask the student to assist in distributing cotton swabs). Give each student a cotton swab to dip into the vinegar solution. Ask the students to dab the cotton swab on their tongues. Discuss what kind of taste this is. Record answers on the board. Many students know this as a salad dressing taste. (Show the vinegar bottle). Tell the class that vinegar has a sour taste.

Discard used cotton swabs and distribute new swabs to each student. (The students might want a drink of water to wash the vinegar taste out of their mouths).

Repeat the above procedure for the remaining 3 solutions.

Review the four basic tastes sweet, sour, salty, and bitter, by listing on the board the students' answers to the questions: What tastes sweet? What tastes salty? What tastes sour? What tastes bitter?

Make sure that the students are not diabetic or allergic to the substances they will be tasting.

Conclusion: Restate problem: What are the four basic tastes? Elicit: The four basic tastes are sweet, sour, salty and bitter.

Evaluation: Distribute Worksheet No. 8

Extender(s): Repeat the procedure of the lesson to find out where we taste the four basic tastes on the tongue. Draw a map of "Our Tasting Tongue."

Make a chart of food pictures cut from magazines showing what tastes sour, bitter, sweet and salty.

Plan and prepare a lunch meal with the class including foods that have the 4 basic tastes (hint - walnuts are bitter) as well as combinations of tastes.

Discuss how different people have different tastes, i.e., people like foods that other people might not like. Ask each child to bring in a food from his cultural background to share with the class.

Sample Lesson Plan II

Unit: Environmental Awareness

Topic: Endangered Species

Educational Objective: Students will be able to list at least three reasons that cause an animal to become an endangered species.

Motivation: Show the students your model of the Flum. Explain that this is an animal that lived long ago. There are no more Flums left on earth. The Flum is extinct. The Flum was a wonderful animal. It had beautiful pink fur, and bright green feathers. It was plum and juicy, and full of Flum oil. The Flum lived on an island in the Hudson River that we now call Manhattan. Fresh clean water and green grass were all that it ate. But there are no more Flums. What do you think happened to the Flum? Discuss as many reasons for the disappearance of the species, including hunting it for food, fur, feathers, sport, and oil. Changes in its environment such as pollution, destruction of its natural habitat, and pesticides might also have caused it to die out. Explain that the Flum was not a real animal, but many animals that once lived on Earth are gone forever. Discuss the students' feelings about this. How can we prevent other animals from becoming extinct?

Problem: How can we save our endangered species?

Vocabulary: Extinct, endangered species, habitat, wild life

Materials: Model of a Flum (see worksheet), a large piece of brown kraft paper, old nature magazines, glue, and science.

Procedure: Tape the brown kraft paper to a chalkboard or wall.
Write the title Save Our Wildlife.

Review threats to wildlife. Create headings on the paper that might include: Pollution, Hunting, Change In Habitat, Loss of Food, Poison, Fire, etc. All of these are caused by man, and can be corrected by man.

Have the students find animal pictures, and cut them out. Pictures should be pasted under appropriate headings that reflect specific threats to that animal.

Have the students find pictures of specific animals such as the Blue Whale and the Bald Eagle. These are endangered species. Very few of these animals exist, and they must now be protected.

When enough pictures have been pasted on the chart, discuss how these animals can be saved from becoming endangered if they are not yet endangered.

List the student's responses, and discuss what each student could do to help.

Conclusion: Restate problem: Man can save endangered species by correcting those factors caused by man that have threatened the existence of these animals.

Evaluation: Distribute Worksheet No. 43.

Extender(s): Obtain pictures of endangered species from various wildlife protection and naturalist groups. Write about these animals. Start a Save the Wildlife campaign in the school.

Investigate extinct species. What caused their disappearance from the earth?

Have the students role-play endangered animals. How do they feel about having their existence threatened?

Sample Lesson Plan III

Unit: Living Things

Topic: Parts of a Plant

Educational Objective: Students will be able to identify the flowers, stem, leaves and roots of a green plant.

Motivation: During the week prior to the lesson bring in and have the students bring in house plants and cut flowers. Display plants and flowers on a table where the students can observe them closely. Have pictures of plants on the bulletin boards for the students to view.

Problem: What are the main parts of a green plant?

Vocabulary: plant, stem, leaf, leaves, flowers, roots

Materials: pictures of plants, a variety of potted houseplants, cut flowers, 5 x 8 index cards, clear contact paper, scissors.

Procedure: Hold plants up for the students and identify each as a green plant. What is the same about all of the plants?

Dissect one plant and display each part. Identify it with the students. Give each student a leaf, a part of a stem, a piece of root when each name is given.

For each student, or as time allows, print the word stem, root or leaf on a 5 x 8 card. Place the appropriate part (a leaf, piece of stem, root) on the card and cover with clear contact paper. Press the paper down so that the shape of the part can be felt through the contact.

Let the students examine other plants, some of which may also be dissected and mounted.

Allow the students to mix and rearrange the parts to achieve a whole green plant consisting of a leaf, stem and root.

If time permits, examine a stem with leaves and flowers. Mount flowers in a similar manner with the students.

Conclusion: Restate problem: What are the main parts of a green plant?

Elicit: A green plant has roots, a stem, leaves and sometimes flowers.

Evaluation: Distribute Worksheet No. 19.

Extender(s): Examine the differences in stems, leaves, roots, flowers, as to appearance, texture, and smell. Make up additional parts cards.

Take a trip to the park to dig up weeds and wild flowers (where allowed). Examine the parts of these plants. How are they the same, different?

Encourage the students to care for the plants in the classroom.

Worksheet No. 19. Label the parts of this dandelion: stem, leaf, flower, root.

Social Studies

Social studies is the curriculum area through which students develop an organized fund of information about how people live in the world around them. It takes students from the close environments of home, school, and neighborhood, to the more distant environments of far away times and places. Through social studies students become acquainted with the values and understandings that have enabled people to live together, provide for their needs, and create a culture.

In New York City, social studies instruction is guided by the Minimum Teaching Essentials curriculum. In the introduction to the MTE Social Studies curriculum, the considerations that shaped this guide are described:

- The MTE Social Studies curriculum emphasizes the teaching of concepts rather than the accumulation of data.
- It seeks to provide all students with the values, skills, understandings and knowledge they will need to cope with the pressing social problems of our age.
- It attempts to incorporate basic concepts drawn from he disciplines of history and the social sciences.
- It attempts to build skills and research techniques in a developmental sequence.

Approaches/Strategies

A Social Studies Activities Guide for Students in Special Education has been developed to facilitate quality social studies instruction in special education programs through an experience-based approach in keeping with the philosophy and goals of the MTE. In it, social studies content is divided into six themes, each focusing on a broad sphere of information. The themes are further divided into units that are subdivided into sequences of behavioral objectives that are, wherever possible, developmental. This organization helps the teachers in several ways:

- The objectives provide a basis for pre- and post-teaching assessment
- Using the suggested on assessment procedures, the teacher can fill gaps in the student's fund of information, and teach to the appropriate objectives
- The objectives can be used in IEP development
- Suggested short and long term goals are listed.

Activities

A Social Studies Activities Guide for Students in Special Education provides supportive materials for the MTE curriculum. It suggests activities that can be used in lieu of texbtooks to develop social studies content and skills. The activities described in the handbook have been designed to be appropriate to the general age range in which specific information and skills are presented in the MTE. These activities can become the basic method of social studies instruction for students who have difficulty using written material as the principal information source, or to enrich the experience of students who can. Suggestions are included for class trips, games, and audio-visual materials. A bibliography is suggested for each level offering books for teachers, children, and film strips. A glossary is also included.

Sample Lesson Plans

The Table of Contents provides an overview of the structure and content of the Activities Guide. Teachers should look through the handbook to become acquainted with the structure of each theme.

Special Considerations

The theme chosen should reflect the needs of the students, rather than the age/grade level. The material included may need to be further adapted to meet the language ability and learning rates of the students.

Sample Activities

Theme: Developing Social/Emotional Identities

Key Concepts:

- A positive image is a basic requisite for success in life.
- In early childhood, learning to live, work and play with others is the foundation of positive social interaction.
- Understanding the relationship between people and the physical environment is necessary to optimum functioning.

Objectives:

- To help students develop a positive self-image by creating a climate in which they have ample opportunities for success and receive liberal amounts of honest praise and acceptance from teacher and peers.

- To develop awareness of and respect for individual differences, and to view these differences as positive attributes.

- To help students recognize different emotional states in themselves and others, and to understand that all people share universal feelings.

- To help students recognize the parts of their bodies and the relationship of their bodies to the environment (size, shape, etc.).

- To gain an understanding of basic concepts of time, size, shape, space, etc..

- To identify and use all five senses to obtain information.

- To introduce the concepts of jobs and careers.

- To develop familiarity with the calendar and with season variations in temperature and weather, and to select appropriate clothing.

- To help students learn the meaning of traffic signals and need to obey signs, symbols, and rules in order to travel safely to and from school.

- To develop the self-help skills that are needed for cleanliness, health, and good grooming.

Developing Social/Emotional Identity:

Skill	Activities
Student will provide basic social information for self-identification (first and last name, address, telephone number).	Teacher can: introduce a daily morning exercise in which students sing a "Good Morning" song and introduce themselves to one another (see Songs, Games and Poems included at the end of Level 1).
Language: introduce address telephone number cubby wardrobe	organize a circle activity in which students introduce themselves to one another using full sentences: My name is ____________. I live at ____________. What is your name? What is your first name?

Skills	Activities
	enlist help of parents in teaching students to memorize their names, addresses, and phone numbers in case of emergency.
	label students' possessions and personal space with first and last names (notebooks, cubbies, folders, wardrobe hooks, desks, etc.)
	prepare a "Names" bulletin. Display snapshots of each student with names printed clearly below.
Student will demonstrate growth in the development of a positive self-image: feelings of adequacy and self worth, confidence in self, appreciation of own individuality and the uniqueness of others.	Teacher can: capitalize every day on opportunities to offer honest praise and to build on a student's strengths. Focus on the aspects of a child's work and class participation that can be commended before correcting errors. Provide some tasks each day at which the child can succeed.
Language: award badge	hold a regular (weekly or monthly) award ceremony in which every child is presented a badge recognizing a specific accomplishment (e.g., a palette to symbolize achievement in art-participation and mastery of routines as well as talent). Help children make sashes to display their badges.

Sample Activities

Theme: What is a Neighborhood?

Key Concept

- A neighborhood is a geographical area in which people live, work, play, and help each other obtain the goods and services they need and want.
- New York City is made up of many different neighborhoods.
- Every neighborhood benefits from and contributes to the city.
- Every neighborhood is unique.
- People who live in neighborhoods depend on each other.
- People who live in neighbrohoods follow rules that help them to get along.
- Neighborhoods change.
- People make decisions about their neighborhood.

Objectives:

- To understand the value and importance of living in a neighborhood.
- To show how people in a neighborhood depend on each other.
- To see one's self as a member of a neighborhood community.
- To discover how neighborhoods are interdependent.
- To be able to use the services provided by the neighborhood.
- To understand how and why neighborhoods change.
- To learn how people living in neighborhoods can participate in making decisions that will affect the neighborhood.
- To understand the importance of obeying rules made by the people in the neighborhood.
- To show how neighborhoods are unique in ethnic composition and in the services they offer to other neighborhoods.

What is a Neighborhood?

Skill	Activities
Student will describe a neighborhood as a place where people live, work, play, learn and help each other	Teacher can: ask the students to tell each other about neighborhoods they lived in. Have them describe things they like (or dislike) about their neighborhoods. Encourage them to tell about places or people (neighbors) in their neighborhoods that are especially important to them. Develop the idea that people live in different neighborhoods and that every neighborhood is special but all are alike in some ways. Have students draw pictures of themselves in their neighborhoods. Write a simple sentence to explain what the picture illustrates and attach it to the picture (e.g., "Jane is going to the store").
Student will name some of the important places in a neighborhood. Language: house store school library supermarket garage	Teacher can: help the students list the places in their neighborhood they feel are important--stores, houses, health and community centers, library, museum, park, playground. etc. Write the words on cards and have the children illustrate them. Have the children group the cards according to function--places where we live, learn, play, and buy things.

Theme: World Environments

Key Concepts:

- Earth is the planet on which we live: its status as a planet in the solar system, its rotations on its axis and revolutions around the sun are responsible for many of the environmental factors that affect our daily lives.
- Earth is like a spaceship: it contains a life-support system.
- The surface of the Earth is varied in geography and climate.
- We use maps and globes to gain information about the environments on Earth.
- People live in different environments on Earth.
- Different environments contain different natural resources.
- People use natural resources in many ways.
- Differences in environment result in different life styles.
- People create unique cultures when they use the natural resources present in each environment to solve the problems of survival.
- We are now in a time of environmental crisis.

Objectives:

- To gain a global perspective of the self as a resident of Planet Earth.
- To develop a geographical awareness, enabling the student to examine life in different environments and the history of human activity on Earth.
- To develop map and globe skills in order to gather information about Earth.
- To see how the nature of an environment affects the way people live in it.
- To see how environment affects our daily lives.
- To study ways in which people live and develop cultures in different environments on Earth.
- To learn how people use the resources present in their environment.

- To develop respect for, and values about, the use of natural environments and resources on Earth.

At Home on Spaceship Earth:

Skill	Activities
Student will identify Earth as our home planet. Language: Earth planet solar system space capsule astronaut planetarium compare earth to spaceship (both provide a life-support system for humans, animals, and plants). Language: survive survival intergalatic galaxy life support system	Teacher can: help the students make a list of things they would tell a visitor from outer space about the appearance and important characteristics of space Planet Earth (e.g., land masses, oceans, deserts, mountains). Have the students make a list of the things humans need in order to survive, and a list of things they might want to order to improve life. Make a chart illustrated with drawings and/or cut-out pictures showing how we satisfy our needs and wants on Earth. Have the students name and describe systems that would be needed on a spaceship to be used for a long intergalactic journey. Have them imagine and draw what a spaceship with these systems would look like. These illustrations can be presented as a poster, or become the theme of a language experience story that is created in daily installments, describing how the class, a group of scientists and astronauts, is solving the problem of constructing a life support system.

5. ADMINISTRATION

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Personnel Information

Teacher Files

- The official files of teachers are kept in the office that handles the teacher's payroll.

Salary and Teacher Benefits

- The school payroll secretary in your building or program is responsible for providing information on salary, status, increments and benefits.

United Federation of Teachers

- As a teacher in the New York City public schools, you may choose to be represented by the United Federation of Teachers. Each school has a chapter chairperson. Special Education Committees hold monthly meetings as advertised in the New York Teacher

General Information

Accident or Injury

Accident or injury may range from splinters and bruises to head bumps and more serious accidents.

- Notify the office if any accident occurs so that appropriate measures may be taken. The pupil personnel secretary will provide an accident report and directions for filing.
- Complete an official accident report even if the injuries seem minor. Follow the same procedure if you are injured on the school premises. Return to pupil personnel secretary.
- Inform the parent if the student has an injury and describe how the accident occurred.

Remember, in addition to the importance of these measures for pupil welfare, you have a legal obligation to carry them out.

Pupil Illness

- The special education teacher should be familiar with any information noted under "Special Alerts" section of the IEP for each student.

- Determine whether there is a need for emergency measures such as notifying the office, seeking help, and administering first aid.

- Send students who display routine signs of illness (fever, headache, nausea) to the medical office or the school's emergency room with a referral slip. Students should be accompanied by a paraprofessional, when available, or another student from your class or a neighboring class.

Precautions Related to Student Health and Safety

- Be alert to hazards in a room; a broken window, a wet section on the floor. Report such conditions at once to the school custodian and take proper care until the condition is corrected.

- Be aware of the ventilation, temperature and cleanliness of your room. Open and close windows yourself. Use a window pole to open windows from the top.

- Be alert to signs of illness, such as flushed face, head on desk, or dizzy spell. Note also, students with inadequate clothing in cold or rainy weather and report these cases to the appropriate staff member.

- Don't send students outside the building on errands. You will be legally liable if anything happens to them.

- Don't assign students to dangerous tasks such as lifting heavy equipment or climbing to take down a poster. You are responsible for the safety of the students.

- Notify the school office at once if you see a person in the building without a pass.

- Caution students not to bring large sums of money to school. There is always the danger of theft.

Security and Property

- Place all personal property in locked closets.

- Notify your school's main office if money is missing (teacher's or student's).

- Train students to take care of their personal property and set a good example for them by your concern for your own belongings.

- Have students place their outer clothing in the wardrobe upon arrival. Keep clothing closets locked during the day. Clothing should be removed from the closet in an orderly and systematic fashion at dismissal time. Be sure that all students have their outer clothing before you dismiss the class.

- Conserve books, supplies, equipment and other school property by training students to take care of these items. Keep careful inventories and check on the return and condition of books and other articles used or borrowed by students (or other teachers).

- Keep your door locked when you are not in your room and it is not being used. Do the same with closets and drawers. Leave your keys in the place designated by the school at the end of the day and pick them up in the morning. Do not take your keys home, because your room and closets will be inaccessible to the school or to a substitute if you are absent.

Confidentiality of Student Records

- Official pupil records, such as rollbook and record cards should be kept under lock and key in the classroom when not in use. Do not take them home.

- Parents have the right of access to the records of their child. Records are best shared and discussed during a conference with appropriate support personnel.

- Teachers are responsible for respecting the privacy of a student's record and achievement. Do not make comparisons when talking to students or parents. Do not discuss the problems of a student with any parent but his/her own. This is especially true of confidential items which should not even be discussed with other teachers.

- The special education file contains confidential records which must be kept in a locked file cabinet in an area designated by the school principal. Consult your supervisor with regard to access to student records or see the Chancellor's Regulation's on Student Records: Access and Disclosure (A - 820).

- Consult your supervisor regarding the information to be recorded on the cumulative record card.

After School Workshops for Recently Licensed Teachers

Who Must Take The Courses:

Newly assigned and recently licensed teachers in the Division of Special Education are required to take Parts I and II of these courses pursuant to an agreement between The Board of Education and the United Federation of Teachers. Teachers who may apply for exemption must have completed one or more terms of full-time employment as licensed teachers in a private or parochial school system in New York City, or outside of New York City, or in a public school system outside of New York City, if their superintendent or principal regards this as a satisfactory substitute for the after school workshops, term-for-term. A letter must be placed in the teacher's file stating that the exemption is granted.

Course Content:

This year-length course given in two semesters, Part I and Part II, has been designed to provide new teachers with a fundamental knowledge of the philosophy of the Board of Education, resources available in the school, district and region, and administrative duties concomitant with running a classroom.

Emphasis, however, is placed on the curriculum based model of instructional and classroom management. Participants will review a variety of assessment techniques and curriculum approaches that will be useful in establishing appropriate educational and behavioral goals for their students.

A major thrust of the program will also involve participatory problem solving and the development of strategies for classroom interaction and management.

Course Location:

Sections of these courses will be held in each borough. Wherever possible, participants will be grouped according to level of instruction. Please contact your supervisor for the location, time, and starting dates of both the fall and spring terms. Teachers who are unable to register for the fall term may take the spring term (Part II) first and complete the course the following fall (Part I).

Certificate:

This course is mandated and is, therefore, not credited for in-service credits. However, a certificate of completion will be awarded after satisfying the requirements.

Data Bank

Data Bank is the computerized student information center of the Division of Special Education. The data collected and stored in Data Bank is used to obtain Federal and State Aid and budgetary allocations, as well as to satisfy the legal mandates required by the courts in the Jose P. decision.

A record for each student referred for Special Education enters the Data Bank upon the completion and forwarding of a Create Evaluation Form from the COH to Data Bank. An initial pupil file is created indicating the date of evaluation as well as the tests that were administered to the student.

When an appropriate placement is determined, the parent is requested to sign an agreement known as "Option A," documenting consent for placement in the recommended program. The "Option A" is then forwarded to the appropriate placement officer who, upon receipt of this document, completes the Data Bank Placement/Transfer/Discharge Address Authorization Form. A copy of this form is mailed to the pupil accounting secretary of the receiving/sending school(s) to inform him/her of the action. Upon the admission of the student, the receiving pupil accounting secretary completes a section of this form and forwards it to Data Bank.

During the course of the year, Data Bank sends monthly turnaround documents to the teachers for verification and updating. Two of the turnaround documents received by the teachers are described below.

Class Register and Attendance Report

This document is sent to the teacher for verification and updating student data listed on the document with the information listed on the attendance cards for a specific monthly period.

The following are examples of the types of information verified and updated by the teachers:

- Student's name
- Address
- Sex
- Date of Birth

- Transportation
- Attendance information for each student
- 407 filed and date
- Days absent for the specific month
- School, class program

The information reported on the document constitutes the official student register for the Division and is used to develop the yearly budget.

Related Services Survey - Jose P

This survey will be sent to the teachers three (3) times during 1982-83 school year. Its purpose is to collect related service information including both the amount of time for which each service was recommended on the IEP and is actually being received by each student. The Division is required to collect this information in order to comply with the judgement issued under the Jose P. court decision.

The collection of accurate monthly data is of the utmost importance, as explained above. The Division of Special Education relies on its teachers, supervisors, and regional offices to insure that all student data reflect the exact situation as it exists for each Special Education class register. The fulfillment of the requirements and needs of the Division of Special Education is dependent upon the accuracy and completeness of the data gathered.

Division Of Special Education Office Directory

CENTRAL OFFICES

110 Livingston Street, Brooklyn, N. Y. 11201

Office of the Executive Director	596-8928
Office of the Deputy Executive Director	596-4724
Program Development Unit	596-8374
Office of Bilingual Programs	596-7479
Speech Services	596-5697
Bureau of Attendance	596-4960

280 Broadway, New York, N. Y. 10007

Hearing Education Services	349-5[illegible]
Vision Education Services	349-6907

362 Schermerhorn Street, Brooklyn, N. Y. 11217

Job Placement and Referral Center	624-0854

2811 Queens Plaza North, Long Island City, N. Y. 11101

Bureau of Pupil Transportation Services	784-3313
(Hot Line)	392-8855

DEPUTY ASSISTANT SUPERINTENDENT OFFICES

Bronx:	650 Hollywood Avenue Bronx, N. Y. 10465	822-5721
Brooklyn West:	Districts 13, 14, 15, 16, 17, 20 360 36 Street Brooklyn, N. Y. 11232	965-3941
Brooklyn East:	Districts 18, 19, 21, 22, 23, 32 1100 Elm Avenue Brooklyn, N. Y. 11230	645-6566
Manhattan:	280 Broadway, Room 723 New York, N.Y. 10007	349-8641
Queens:	137-01 77 Avenue Flushing, N. Y. 11367	544-5823
Staten Island:	211 Daniel Low Terrace Staten Island, N.Y. 10301	448-9600

Promotional Policies

PROMOTIONAL POLICIES FOR SPECIAL EDUCATION STUDENTS GRADES K-9

(June 1982)

The Regulation of the Chancellor No. A-505, 5/26/82, on Promotional Policy for Students in Grades K-9, includes the Division of Special Education. The Regulations for special education students (Section 8) read:

- IEP the Governing Document: The student's IEP, developed by the multi-disciplinary team, specifies whether there is to be participation in the Promotional Policy and, if so, on what basis. This determination is to be reviewed at least annually.
- Promotional Policy and Diploma Programs: Students not involved in the Promotional Policy are not considered to be in a program leading to a diploma.
- Resource Room Students: Students on the regular register who participate in the Resource Room Program are expected to participate in the Promotional Policy Program.
- Regional Program Students: Students in self-contained classes of the regional programs will be included in the Promotional Policy, as specified on the IEP to the greatest extent possible.
- Citywide Program Students: Students in citywide programs are not expected to participate in the Promotional Policy, except as specified on the IEP.
- Program for Hold-Overs: Mainstream pupils in Resource Room programs who are held over will receive intensive instructional services as part of the mainstream remedial program.
- Students in special education classes who are held over will receive intensive instructional services in their self-contained classes from the Division of Special Education.

The Division of Special Education is committed to instructional program standards and accountability. Our goal is the legal and moral imperative of attaining an appropriate educational program for all students regardless of their handicapping conditions, abilities or potentials. The Individual Education Program (IEP) is the official document which blueprints the most appropriate instructional program based upon educational diagnosis, prescription, goals, and objectives as determined by the School Based Support Teams (SBST) and the Committee on the Handicapped (COH).

For promotional purposes, it is the continuing responsibility of the SBST/COH, during admission, placement review and recommendations and discharge, to identify and record on the student's IEP the short and long term instructional objectives and goals and a projected determination for each student's promotion. Thus, it is the IEP, mandated by P.L. 94-142, which outlines the instructional program, remediation, and promotional determination.

The determination of whether a student is in the promotional policy program, i.e., whether to apply the required promotional performance standards, will be made initially by the SBST/COH at the time the student is placed in an instructional program. Subsequent decisions will be made during the IEP Conference in which educators, clinicians, the student's parent or guardian and, where feasible, the student participate. Actual promotion is based upon classroom performance.

Exclusion from Promotional Policy must be based upon a collaborative decision of the educators and clinicians responsible for drafting the IEP. The parent or guardian and the student, where feasible , will particiapte in these decisions. The IEP must reflect the current advisability of participation in the promotional policy. The annual review of any determination outlined in this document must provide for change in the growth and achievement levels of the student so there is a continuous reflection of student needs. Exclusions from participation in the citywide promotional standards are to be based solely upon a student's clear inability to approximate or attain these standards for reasons of the handicapping conditions.

The Division's special edcuation categories or classifications of handicapped students are not to be treated as homogeneous groupings, but rather as generalized programs in which students participate in various instructional activities. Whether these instructional activities are designed to attain the citywide promotional gate standards or not are to be determined on a one-by-one, case-by-case basis for each individual student.

The following criteria for the promotional gate policy at grades 4 and 7 are:

- Satisfactorily complete academic courses.
- Achieve required performance standards based on criterion-referenced tests in reading, writing and mathematics.
- Achieve standardized reading scores of not more than one year below grade level for grade four and not more than one and a half years below grade level for grade seven.

- Achieve standardized mathematics scores of not more than two years below grade level.

- Demonstrate satisfactory attendance, behavior, and punctuality.

Parent Involvement

The parent involvement is a critical asset in ensuring the progress of students held over. A Chancellor's Advisory Council has been organized consisting of representatives of parent federations and other organizations to ensure that information concerning the promotional gate programs can be disseminated throughout the city. The Council also provides an opportunity for parent suggestions to be voiced and recommendations to be made to the Office of Promotional Policy.

It is most important that solid relationships built on mutual respect and support be developed among parents, teachers, and administrators early in the school year.

To facilitate the establishment of good relationships, the Office of Promotional Policy, as stated in the Chancellor's Regulations, requires that Community Superintendents instruct the principals to do the following:

- That by January 15, parents of all students in danger of nonpromotion are to receive a letter advising them of this possibility and arranging for a conference with the teacher or teachers to discuss the implications.

- That by June 15, when it has been determined that the student will be held over, parents are to be sent a letter so notifying them of this fact and detailing the remediation procedures. An appointment is to be set up to discuss mutual concerns.

- That during the year the child is held over, appointments must be made with each parent to visit with the teacher at least twice to discuss the student's progress.

Participation of the resource room teacher and the special education supervisor in the above procedures is essential. Regional coordinators and the coordinator for citywide programs should be notified of the students who are in danger of being held over (January 15), who will be held over (June 15), and who are held over (September 15).

Regulations Governing Appeals

If a parent feels the holdover of a child is not justified or that these regulations are being violated, the parent may, for the elementary and intermediate/junior high schools, appeal in the first instance to the student's special education teacher, the special education supervisor and/or members of the School Based Support Team (SBST); and, if necessary, appealed in the second instance to the school building principal, then to the Office of the Executive Director of the Division of Special Education.

Suspension Highlights for Teachers

In accordance with the Federal Education for All Handicapped Children Act of 1975 (PL 94-142) and New York State Education Law, the Chancellor's Regulations A-445 (suspension of students with handicapping conditions) and A-430 (carrying weapons in school) delineate steps to be followed in suspensions involving students who are certified as handicapped, and the protections which must be afforded to them during suspension proceedings.

Special Education Students Defined

- Students formally evaluated by SBST's or COH's and either receiving or awaiting provision of services from DSE, including RR students.

Special Conditions & Definitions

- Suspension: temporary removal from school for alleged misbehavior
- Emergency circumstance: major behavioral incident which presents a clear and present danger of injury to the student, other students and school personnel, or which is so highly insubordinate or disorderly as to significantly impair the education of other students

Who May Suspend: Only the Principal

- Only the Principal shall authorize a suspension. Deans, Assistant Principals, Vice Principals, Special Education Supervisors, etc., may not authorize a suspension.

Principal Suspension: Chancellor Regulations A-445
Suspensions are Prohibited

- Solely for a previous history of disruptive behavior; or more than twice during the school year; or twice consecutively
- Non-suspendable offenses: truancy, smoking, cutting classes, poor academic achievement

Guidance Considerations

Every effort must be made to assist special education students in making a successful adjustment to their educational program. These efforts may include the use of all school-based, district, and City Board pupil personnel services, such as: special education teachers, regular teachers, district supervisors, guidance counselors, SBST's, and personnel from DSE.

Frequent episodes of disruptive behavior should be documented in a student's anecdotal record that includes a description of specific remedial steps taken by staff to ameliorate the situation. Episodes of disruptive behavior are not in and of themselves necessarily cause for suspension. They should signal the need for guidance meetings with a student's parents or guardian, teachers, the SBST, and other school staff to assess to appropriateness of a student's class site, and the possible need for an SBST or COH to reevaluate the appropriateness of the student's classification or educational program, or both. Parents should be encouraged to attend these meetings. They must be informed in advance that one result of the meeting may be a determination to recommend a reevaluation or change of class site within program.

Suspension Procedures

- Inform student of charges.
- If student denies charges allow the student an opportunity to explain.
- For students in self-contained classes or special education schools obtain approval of the Executive Director.
  For students in Resource Room prior approval is not required but the Executive Director of the Division of Special Education is to be notified.
- Notify parent.
- Notify SBST.
- Maintain supervision until student is picked up.
- Send class work and homework home to the student. Allow student to take citywide tests.
- Written notification of charges and appointment for conference.
- Inform parent of due process right of legal representation.

Superintendent's Suspension

The Chancellor's Regulation A-430 states that any person carrying a weapon in a school building, facility, or contract vehicle used to transport students to and from school poses a clear and present danger to other students and staff and is subject to suspension by the Executive Director of the Division of Special Education, as well as possible criminal or juvenile delinquency prosecution.

This regulation further defines and divides the types of weapons into two categories:

- Possession of weapons in Category I will result in an automatic superintendent's suspension and the summoning of the police. (Firearms, shotguns, switch-blades, knife, chucka sticks, etc.)
- Possession of weapons in Category 2 will, under most circumstances, result in a Superintendent's Suspension and summoning of the police at the discretion of the Principal.
  (Imitation guns, chains, wires, etc.)
- After a student is ascertained to be in possession of a weapon:
  - The principal must inform the student of the alleged charges give the student an opportunity to state his or her case, and contact the Executive Director of the Division of Special Eduation to request approval for the suspension.
  - If approval is granted a date is scheduled for the hearing not more than five days from the date of approval. If approval is not granted alternative solutions are suggested to the principal.
  - After approval has been granted by the Executive Director of the Division of Special Education the principal must:
    - notify the parent.
    - notify the SBST.
    - notify BPT if appropriate.
    - Maintain supervision of the student until the parent or guardian arrives.
    - Arrange for classwork and homework to be sent home.

- Provide for the parent written notification of the charge and the appointment date for the conference.

The Representatives of the principal at the hearing must:

- introduce the weapon as evidence,
- provide substantial eyewitness testimony to document the allegations against the student, and
- provide in triplicate copies of material to be submitted as evidence at the hearing. This may include anecdotal records, court ordered reports, and or SBST/COH assessments and recommendations.

Distinctions to be made:

- Adults in self-contained classes: Students whose classification (EH, NIEH, HC30, TMR, EMR) requires that they be placed in a special class appropriate for their handicapping condition--approval of the Executive Director is needed for suspension.
- Special Schools: Self-explanatory--approval of the Executive Director is needed.
- Resource Room: No approval necessary, but the Executive Director must be notified by a copy of the suspension letter.

Transportation Regulations

P.L. 94-142 mandates transportation as a related service of special education.

The special education teacher plays an important role in the transportation of students to and from school and during field trips by:

- teaching arrival and dismissal routines and regularly following up on adherence to established routines
- teaching appropriate bus behavior such as entering and leaving the bus in an orderly manner, remaining seated, using a seatbelt, and following the directions of the driver and matron
- following through on complaints and positive reports from the matron and driver
- teaching students appropriate behavior in emergency and safety drills
- being knowledgeable about current regulations and procedures instituted by the Bureau of Pupil Transportation

Regulations

Bus service is temporarily discontinued when a student is absent for an extended period. Teachers should remind parents that they must notify the bus company when student is ready to return to school.

The bus escort is required to assist the student only to the front door of the school, if such assistance is required. The teacher is responsible for the student from that point on. Bus schedules are dependent upon classes meeting the buses on time.

All complaints about the bus service will be made by the parent to the teacher.

First: The teacher should speak to the driver and/or the escort.

Second: The principal should contact the dispatcher at the appropriate bus company.

Third: If no satisfactory response results, the principal should contact the Bureau of Pupil Transportation at "Hotline" 392-8855.

Fourth: If the adult designated by the parents to receive the student at the time he/she is brought home from school by bus is not present, the bus driver or escort is to notify the garage dispatcher immediately. Using the emergency telephone number which each parent has been instructed to supply to the bus driver, the company will attempt to contact a responsible person to receive the student. If no one can be found to receive the student, he/she will be taken to the local precinct house, or the garage.

Procedures for Class Trips

Public Transportation

City Buses

- There are no passes provided for free transportation on city buses.

Subways

- Subways may be used free of charge for any class trip. Request group transportation certificates for use on the subways. Be prepared with the date of the trip, destination, station entering the subway and exiting the subway.

School Buses

- Beginning November 1, of each school year, school buses will be available five days a week for education trips to museums, places of interest, etc., within various parts of the city limits. Because these buses must meet the primary obligation of providing transportation to and from school for regular school sessions, their availability for field trips is limited to the hours between 9:30 a.m. and 1:30 p.m. In planning field trips, teachers should take into account the distance to be traveled, and the ratio of travel time to time spent at the destination. Field trips in which more time will be spent in travel than at the site to be visited should be avoided. For some long trips, subways may be the faster means of travel.

- Field trip service is provided without charge to the school except for the payment of tolls and parking fees. These must be paid by the teacher in charge of the trip.

- It is essential that school personnel who plan trips understand that the vehicle must depart from the site of the field trip with sufficient time to return to their school no later than 1:30 p.m. If the class on the trip does not arrive at the bus in time to return to school to meet the schedules, the bus driver may be required to leave without the students.

- Teachers should carry a sufficient amount of money with them to enable them to get the students back to school by public transportation in the event that they do not board the bus in time to arrive back at school in accord with the above hours. However, if a field trip is planned which can only use the contract bus one way, because the hours of availability of these buses are too limited, and if the rapid transit system can be utilized for the return trip to the school, a group transportation certificate for use on the subway system can be obtained from the district office. Use of this certificate involves no cost to the school or students. Due to the severe limitations in the number of field trip buses available, the Bureau of Pupil Transportation strongly urges classes to use group transportation certificates both ways for as many field trips as possible.

- The number of trips scheduled on any given date will be dependent on the number of vehicles available. All trips will be scheduled according to the Board of Education calendar, with the exception of clerical half-days and Open School Week.

- Request for buses for field trips should be received by the Bureau of Transportation Field Trip Office three weeks prior to the date of the trip. Field trip request forms and instructions will be forwarded to Special Education teachers.

Emergency Drills on School Vehicles

The regulations of the Commissioner of Education and the Chancellor, as well as the Education Law, require that three emergency drills be conducted on each school bus during the school year. The first emergency drill is to be held during the first week of the fall term. The law further states that the instruction and the conduct of the drills shall be given by a member or members of the teaching staff.

To assist teachers in conducting these emergency/safety drills to be held during the first week of school, the Bureau of Pupil Transportation has prepared the following:

GUIDELINES FOR CONDUCTING EMERGENCY/SAFETY DRILLS

- Introduce the concept of an emergency to the student that it is a dangerous situation requiring immediate action.
- Review situations that create an emergency: fire, accidents, threat of explosion, bus in an unsafe position.
- Show the students how to evacuate the bus safely.
    - Demonstrate opening the rear emergency door (by lifting the handle and pushing out), the operation of the emergency windows, and the location of the overhead excape hatch.
    - Point out the location of the signs say, "Emergency Door."
    - Simulate the operation of fire extinguishers and the use of first aid equipment.
    - Direct the students to exit from the front door of the bus in an orderly manner, walk approximately 100 feet away from the bus, and stand there for a short period of time as in a fire drill.
- Review the emergency drill procedures with the students.